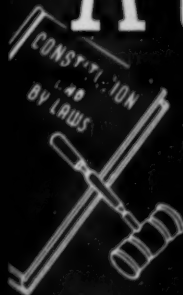


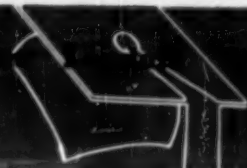
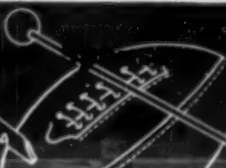
School Activities



Trades and Industries Club—Central High School, Oklahoma City, Oklahoma



Crowning "Activity Queen"—Reading High School, Reading, Pennsylvania



THE CLEARING HOUSE

is the **working partner** of the principal

—but there's something
in every issue for every faculty member!

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School Activities

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As the Editor Sees It



Mr. Donald I. Wood, for several years Executive Secretary of The Texas Association of Student Councils, and a member of our Board of Advisers, is now on the Washington, D.C., staff of The National Education Association. Congratulations, Mr. Wood and N.E.A.

Mr. Wood has very efficiently headed an organization which has had outstanding success in promoting council affairs—district and state conferences, summer week-long workshops (four again for 1956), a very complete regularly-issued bulletin of state and national council news, and countless visits and letters. A big program for a big state!

Mrs. W. B. Burkhalter of Amarillo High School will fill Mr. Wood's unexpired term. And she, too, is plenty competent.

The question of school-emblem awards for service and participation, as well as for inter-scholastic athletics, is continually bobbing up. The John Marshall High School, Rochester, New York, has a plan whereby school letters, equal in importance, are awarded for scholarship, athletics, and activities. Does it work? Apparently it does—at least it has been in operation for twenty-seven years. For a description, read Leon C. Friel's article, "School Awards," in the March number of *THE CLEARING HOUSE*.

In nearly all schools yearbook advertising is an unmitigated nuisance to the staff and an imposition on the merchant. Despite articles, sales talks, and other blurbs to the contrary, this material has very little or no advertising value. And the merchant is high-pressured to contribute in the name of Alma Mater, local pride, tradition, or something else. Let's be honest and call it what it is—charity. Many yearbooks are now published without it.

The Walton Junior High School, Compton, California, has a jukebox dance period at noon each day IF the school yard is clean. You can imagine the general reaction and results of one music-less noon. Clever? And effective.

This summer more student council workshops will be held than ever before, and, due to experience, undoubtedly they will be more successful than ever before. In our opinion a state association which does not organize and promote one of these workshops is "missing the boat."

The way to begin? Interest the state association of secondary school principals in supporting the idea. This should not be too difficult, especially if the council folks make a good case by using actual reports and figures. And nearly all of the state's colleges and universities—mostly vacant during August, will readily bid for the event.

Too late now to begin to plan for the coming summer, but not too late to think and plan for the coming, coming summer—1957.

And while we are on this workshop plan, we'd like to stress the idea that a summer-session course in extracurricular activities should represent a similar workshop. Too many teachers take this course for credit only, largely because instructors do not emphasize specific applications to the school setting back home. The oft-required term-paper offers an excellent opportunity for such capitalization. In fact, requiring such an application is easily justifiable.

Vacation is time in which a wealth of material suitable for presentation in club, home room, and assembly programs is readily available to both students and teachers. And an intelligent assembly committee will, early in the fall, survey, classify, and utilize it.

Maybe this year you've wanted to write up some activity, event, or procedure of your school and lacked the time in which to do it. Well, you'll have plenty of time during the next three months, won't you? So we'll be looking all summer for your article, won't we? We will. Thanks.

Have a pleasant and profitable summer. We'll be seeing you in September.

It's an excellent plan that makes it possible for a larger percentage of students to participate in additional activities; and at less individual expense.

"Activity Queen" Helps Promote, Finance Activities

ONE MIGHT SAY that the Castle on the Hill (that's Will Durant's way of referring to the Reading Senior High School) has taken the royal road to student activity participation. Lest this sound like a curious statement to make about something as presumably democratic as student activities, the "royal road" in this instance is nothing more unusual than using the ancient "Queen" gimmick—in this case, an "Activity Queen."

While the use of a "Queen" as a device to arouse interest and to gain publicity must go back to the time of Adam, we had something a bit different in mind as our goal and, for the two years that we have used it, it has worked admirably.

Our goal was not particularly financial or even publicity-seeking. We just wanted more of the student body to participate more actively in the total activity program of the Castle. So far,

Our Cover

The upper picture shows a newly-inducted member of the Trades and Industries Club, Central High School, Oklahoma City, Oklahoma, putting his "gear tooth" on the wheel. Each tooth of the gear represents some trade or industry. Officers of the club are seated at their respective places and take part in the initiatory ritual and ceremony. There is only one other High School Trades and Industries Club in the State of Oklahoma. The picture was taken by Elward Walker, a senior student in the Vocational Photography Department at Central.

The lower picture shows the crowning of the "Activity Queen," Reading Senior High School, Reading, Pennsylvania. All student activities are financed by the sale of tickets in this school. In purchasing the tickets, the students vote for their choice from among the candidates nominated by the various service clubs. The "Activity Queen" is crowned with appropriate ceremony by the Queen of the preceding year. It has meant an increased sale there for the past two years (second year for it) and they have already been able to cut the price of the ticket each year, so that more students are participating at less individual expense than ever before. See article, page 275.

JOSEPH G. PLANK
Adviser, Red and Black
Reading Senior High School
Reading, Pennsylvania

we feel that we have succeeded beyond our expectations.

Many years ago, we had instituted the "Activity Ticket" method of gaining financial support and student participation in the activity program of the school. So long ago, in fact, that the books of tickets cost \$3.50, as the writer recalls. For this sum, a student received a book of varicolored tickets, each with a bold red number over-printed on each ticket.

Each football game, school dance, basketball game, Evening of Music, and any other event designated as a school activity called for a different numbered ticket. Each purchaser of a book would automatically receive, in his home room, a copy of the weekly school newspaper, the *Red and Black*, and, at the end of the term, he would surrender the book itself for the school yearbook, the *Arxalma*.

Those of the faculty who (like the writer, the school newspaper adviser) were sponsors of activities that required a goodly amount of the coin of the realm to continue operations, welcomed this new system as one that relieved us of onerous fund-raising projects.

The passage of time and the subsequent increase in costs of operation in almost all of our school activities drove the cost of the Activity Book steadily upward. As the price rose, the number of purchasers dropped, necessitating further increases, until it had, two years ago, reached the all-time high of \$10.00. The other side of that coin was that the number of student participants had headed for an all-time low.

It was at this point that the principal of the school held a council of all teachers who were interested in the health and well-being of the whole student activity program. This group reaffirmed their interest in participation, over

and above the financial aspects. Out of the meeting came two excellent suggestions.

One problem that had been growing, along with the others, had been the one of frequent "loaning" of Activity Books to non-purchasers, thus making it unnecessary for the loanee to expend his money. The consequent lowering of income had contributed more than a little bit to the rising cost of the book.

The new suggestion was to use no book at all; simply use a laminated card, such as officers of the Armed Forces carry for identification. Like their cards, the Activity Card would have the purchaser's picture, thus virtually eliminating the "loans" that had made it unnecessary for some students to purchase the card.

It was found that this card was much handier; fewer people lost them, and, because it could be carried in a wallet or purse, few ever forgot to bring them along. As an added advantage, free postage is offered as an inducement to the finder to drop the card into the nearest mailbox, for return to the school. This was perhaps the best idea to come out of the meeting.

A commercial photographer was located who was more than willing to appear at the Castle on the Hill during the first week of school and photograph each student. Such a picture was needed anyhow, for the permanent record files and they were quite willing to furnish a second such snap for all who signed up for the Activity Card.

This operation was at no cost to the school, since many of the students took advantage of the opportunity to purchase the larger photos the firm was eager to sell. The tickets to which the pictures were affixed were printed in the school print shop and the only cost was the slight expense of encasing each card in plastic.

By still collecting the card for the yearbook and by changing the color of the card each year, the school has a fairly fool-proof, quick identification. Without planning it particularly, it was found that it had greatly speeded up admissions to the various events. For example, one gate will suffice, at the football games, for the biggest crowds. One teacher checks the cards as the holder walks by and another keeps the total admissions on a numbering machine. It is possible to have an immediate total, without

the necessity of counting tickets torn out of books.

This change led quite naturally into the "Activity Queen" idea. In the spring of each year, the nine "service clubs" each nominates its candidate for Activity Queen. During the first week of school, in September, the students are exposed to a sales campaign which is aided and abetted by the nine service clubs and the friends of the candidates. When purchasing a ticket, each student may cast his or her vote for the candidate of his choice. It has been discovered that this has greatly stimulated interest in the plan.

Since the avowed purpose was increased student participation in the school activity program, it was decided to offer a sliding scale of prices, based upon the number of tickets sold. Two methods of purchase have been established: cash, and the six-pay plan. For a start, the cost of the ticket was reduced to \$9.00 and a refund of one dollar was offered if the 1,000 marks were reached and two dollars, if 1,250 were sold. The reasoning ran something like this; it cost no more to operate a football game or a basketball game for five thousand than it does to play before 500. The school newspaper costs little more if a few hundred extra copies are printed, and so on. As a result, it has been necessary to give refunds both years that this plan has been in operation.

One thing the committee had not figured on was the rising cost of the additional copies of the school yearbook. This being a completely commercially-done venture, with solid cover bindings, what was true of almost everything else in the program was *not* true of the yearbook—it definitely costs a good deal more to make several hundred extra copies. It is a problem that remains to be solved.

Aside from these mundane considerations, having an Activity Queen is rather nice. There is little doubt but that the Queen is a really popular choice. Miss Dorothy Warr, the current Activity Queen, was a runaway winner, by several hundreds of votes—and thus can be a prominent figure at key events in the activity program. It is very handy to have a popular Queen always on hand for any occasion.

The Queen is officially crowned between the halves of the first home football game following the election, with rather elaborate ceremonies which will include all the other candidates in

the Queen's court. This provides a fine half-time program early in the year, when the Marching Band has not yet reached its top performance, so that they, too, are glad to have something like the coronation to work with.

With more students attending and participating in more activities than ever before, the Castle on the Hill has been able to extend an inexpensive program more widely. This has always been the goal of all concerned. And, while it is inexpensive, it is not cheap. The teams are good and well-equipped.

As this is being written, the basketball team has just won their district championship, after winning their league. The yearbook and the newspaper have both won a first-place rating in the annual Columbia Scholastic Press Association contests. The dances have excellent orches-

tras, fine decorations, and larger attendance.

We do not run ads in our publications and dun no "patrons" to help pay the freight for any activities. Thanks to our Activity Queen project, our student body is monarch of the school activity program—a program that earns its own way.

Some day, perhaps, our school board will see that the activity program ought to consist of only worthwhile educational activities. If it measures up to that concept (and we think it should), then the board ought to underwrite the entire cost (and we think it should). When that happy day arrives and all students can participate in all activities at no expense to the individual, perhaps we will have to seek another method of election of the Activity Queen. Until then, long may she reign!

It's a very outstanding activity—publishing the school yearbook. It affords a practical training laboratory; provides a priceless memento of school days.

Engineering a College Yearbook

OVER A PERIOD OF YEARS it has become traditional among American colleges, universities, and secondary schools to publish, annually, books dedicated to the graduating class. The character of the individual publications varies from the small, hand-compiled brochures of small educational institutions to the very elaborate and expensive printed volumes prepared by some of the large universities. The primary purpose of these publications is to provide a permanent record of the students of the graduating class and of their activities during their undergraduate years.

To accomplish this purpose, colleges have customarily constructed the book about a gallery of portraits of the individual students and included group photographs of the athletic teams, fraternities, clubs, and societies which constitute the school's facilities for extracurricular activities. The larger publications, depending upon their sizes, make varying efforts to include photographs of the faculty and the administration and of students participating in various scholastic and social activities.

Aside from its function as a record book, the yearbook may serve a very useful purpose as an advertisement for the publishing institution.

HERMAN A. ESTRIN
Department of English
Newark College of Engineering
Newark, New Jersey

In cognizance of this fact many of the larger universities take full advantage of every opportunity to exploit the book as a glorious and convincing piece of propaganda. They subsidize its publication, support its search for advertisers, and make every effort to extend its effective circulation.

In such cases a major portion of the expense of publication is usually borne by an activity fund maintained by a special assessment appended to each term's tuition fee, and the yearbook is distributed, at no additional cost, to all undergraduate members of the student body. The increased circulation incident to such a program proves an added advantage by making the book more attractive to potential paying advertisers.

This article will consider those technical problems which may confront an organization interested in the publication of a yearbook. The problems involved in publishing a yearbook may be divided into these phases: organization, fi-

nance, choice of a printer, and circulation. While many problems may arise which are difficult to associate with any one of these classes alone, it will prove convenient for purposes of discussion to consider each of the groups separately.

Organization

The first consideration is the organization of the book's editorial staff. The members of the staff may be selected by the school, by the Student Council, or by the class organization. Generally speaking, it is suggested that the selections of at least the higher echelons of the editorial staff be made with some deference to the opinions of the administration.

Most classes have chosen the entire staff. The choice of a tentative staff should be made during the second semester of the freshman year. These members should become acquainted with yearbook procedure, work with the senior staff, obtain pictures and resources for the publication of their own annual.

Selections should be made so that compatible groups were chosen among those who were to work together on related assignments; but, in the general case, the final disposition of the office among those selected to participate in the production should be left to that person whom the class organization has chosen to act as Editor-in-Chief.

In addition to allowing a more compatible selection of associates, this system would enable the Editor to establish the organization along those lines which he considered most efficient for the purpose at hand—it would possess the same advantage that the city-manager plan of municipal government possesses over the mayor and council plan.

In any event the Editor-in-Chief should be invested with full authority to relieve subordinates in the event that, in his opinion, they fail to fulfill their obligations to the publication. The Editor-in-Chief must, of course, be fully responsible to the organization which installed him in office.

In order that there be no question among the various members of the staff as to their jobs and responsibilities, the Editor-in-Chief should (1) prepare an organization chart which depicts clearly the lines of direct authority and the lines of association in the staff; and (2) prepare a concise, written résumé of the duties and re-

sponsibilities of each member of the staff upon whom administrative responsibility rests.

Duties of Staff Members

Editor-in-Chief

1. To coordinate the activities of the literary and business staff.
2. To outline what has to be done and set the deadline one month in advance.
3. To become acquainted with as many other college yearbooks as possible.
4. To determine the general policies of the book.
5. To make sure that they are followed out by his subordinates.
6. To coordinate the work of the staff members with that of the photographer, engraver, and printer.
7. To work cooperatively with the faculty adviser and the Class Council.
8. To supply the enthusiasm and inspiration to keep things moving.

Associate Editor

1. To be fully responsible (with advice of layout staff and Editor-in-Chief) for the complete layout.
 2. To see that layout of each individual section and the total number of pages allotted are communicated to the editors of these sections. To be responsible for editing all copy to maintain proper layout.
 3. To see that photography layout is properly coordinated with written matter.
 4. To see that all assigned copy is included in the finished publication.
 5. To see that all copy, photographs, art work, and advertisements are ready and submitted to the publisher on or before the assigned deadline.
 6. To be responsible for the cooperation and proper functioning of all sections of the staff except Business, Advertising, and Circulation.
 7. To receive all finished copy and edit it as per (2) above.
- (Advertisements will not be submitted until they are all obtained. The Advertising Staff will lay out their advertisements within the pages that you specify.)
8. After (7), to submit all such copy to the literary editor for suitable correction of grammatical errors, etc.
 9. Then proceed as per (3), (4), and (5) after the copy has been returned by the Literary Editor.
 10. To maintain efficient liaison with Editor-in-Chief's over-all status of work. To make such comments and suggestions as he may deem necessary.
 11. To execute such additional duties as may be delegated.
 12. To delegate such additional jobs as may arise to the appropriate party.
 13. To be responsible directly to Editor-in-Chief.

Advertising Manager

1. To organize an efficient staff of solicitors for advertisements.
2. To be fully responsible for obtaining a suitable number of advertisements for the publication—from both outside contributors and from advertisers within the school. If and when a maximum is established for the number of pages available for advertising, to see that it is not exceeded.
3. To be fully responsible for the layout of advertisements within the copy. (Within those pages specified by the associate editor for advertising).
4. To maintain a complete and efficient accounting system.
5. To design and obtain a suitable number of

advertising forms which will be necessary as confirmation and receipts to advertisers.

6. To turn all cash over to the Business Manager and to receive receipts for same.

7. To be fully responsible for obtaining and collecting in full for all advertisements.

8. To submit final advertisement layout (when completed) to the Associate Editor.

9. To execute such other duties as may from time to time be delegated by the Editors.

10. To be responsible directly to the Business Manager.

Circulation Manager

1. To provide necessary advance publicity to insure that the student body is adequately forewarned and forearmed for order deadline, final payment, etc. (final payment date and amount, when available)

2. To organize a classwide circulation system (include evening students who will be graduated—which will enable efficient ordering, distribution of and payment for the copy. Probably section representatives in each section will be necessary).

3. To keep accurate records of the status of individual orders and payments. To issue receipts for all moneys received. To keep a journal of financial transactions.

4. To make arrangements with the Business Manager for turning over all cash collections to him. To keep the Business Manager informed as to the over-all status of existing orders. (Accounts receivable, etc.)

5. To provide all necessary order and other forms for the efficient execution of financial matters—have forms and system approved by Business Manager.

6. To provide an efficient system of distribution to the purchasers of the final copy.

7. To be responsible to see that all orders are filled properly and that all payments are made in full.

8. To contact the Business Manager for arrangements for operational expenses incurred.

9. To be responsible directly to the Business Manager.

10. To execute such other duties as may from time to time be delegated by the Business Manager.

Literary Editor

Write-ups

1. To design and have available for distribution to the student body an adequate number of activity rating forms (to be approved by editors) by the date specified.

2. To organize and execute a system for the distribution of the activity forms to the student body. To arrange for the necessary advance publicity for this event. To arrange to collect these forms before the specified deadline and to provide a suitable filing system for them. To make every effort to obtain a completed form from every member of the class.

3. To make arrangements for enlisting the aid of a suitable number of write-up contributors (see Editors for a list of those who have already volunteered). To solicit any additional workers necessary.

4. To obtain the write-ups before the established deadline and to give them a preliminary editing—(primarily as to length and grammar, spelling). **GET A WRITE-UP FOR EVERYONE.**

5. To provide an efficient filing system for write-ups together with activity forms.

6. To acquaint the Associate Editor with the status of the files in (5). (Completeness, location, access)

7. Submit all finished copy to the Associate Editor.

8. To maintain contact with Associate Editor and Layout Staff on matters of layout.

9. To assume complete responsibility for all student write-ups.

10. To assume complete responsibility for any faculty write-ups which may be decided upon for inclusion in the publication.

Editing

1. To edit all yearbook copy for grammar, spelling, and general suitability of style. This copy will be submitted by the Associate Editor. It will be returned to him promptly after suitable editing has been accomplished.

2. To be responsible for proper spelling of all names; proper use of titles, etc.

3. To be responsible for seeing that pictures of individual students are properly and accurately captioned.

4. To do such other jobs as may later be assigned.

5. To be responsible directly to the Associate Editor.

Business Manager

1. To make contact with potential yearbook publishers and photographers.

2. To make arrangements for representatives of potential contractors to meet with editorial staff to present estimates, deposit arrangements necessary, information on how arrangements will be made with photographers, and approximate time necessary for printing. To make arrangements for the meeting place (college rooms will probably be available and will be quite centrally located).

3. To complete printing and photography contract arrangements after a staff decision has been reached.

4. To make necessary financial arrangements with the Class Council for deposit fund after the contract has been let.

5. To provide banking facilities in joint account of business manager, editor-in-chief, and associate editor (make account payable to any two of the three—in practice internal control will permit no withdrawals without the Business Manager's signature).

6. To maintain over-all supervision of Advertising and Circulation Staffs. (Let them handle details and the work.)

7. To KEEP FULL ACCOUNTS OF ALL FINANCIAL TRANSACTIONS. Be sure to file all vouchers.

8. To supervise the operational budget and the petty cash fund, making payments as authorized.

9. To receive from the Circulation Manager all cash from sales of Nucleus. To issue receipts for same and to deposit such receipts in the joint account established per (5).

10. To receive all cash receipts from the sale of advertisements and to handle as per (9).

11. To maintain a petty cash fund of the authorized amount.

12. To SUPERVISE THE ENTIRE ACCOUNTING SYSTEM FOR THE PUBLICATION.

13. To execute such other duties as may from time to time be delegated.

14. To be responsible directly to Editor-in-Chief.

Features Editor

1. To investigate and report upon the possible types of features that might be included. To make recommendations.

2. To handle all necessary forms, write-ups, and surveys, connected in any way with those features approved by the editorial board for inclusion in the publication.

3. To maintain contact with the Associate Editor for information pertaining to layout and pages allotted.

4. To submit all finished copy to the Associate Editor.

5. To make arrangements with the Photography Editor for any necessary Photography.

6. To keep the Associate Editor fully acquainted with your activities. To be responsible directly to him.

7. To handle the writing of the Class History and to be responsible for the write-ups of the histories of the junior, sophomore, and freshman classes.

8. To have all possible copy completed before the beginning of the fall term.

9. To undertake other tasks which may be delegated from time to time.

Finance

Undoubtedly the largest problem which confronts the yearbook staff is that of financing the publication. Fortunately or unfortunately, as the case may be, the problem is not one which necessitates a lot of attention, since the determination of the method of finance is usually not within the power of the student body.

Generally speaking, a yearbook can be financed by the college, by the student body, or by any intermediate combination of the two methods. When the principal source of support is a fund established by the school, it is customary to accomplish this end through the medium of a student activity fund.

The Newark College of Engineering does not have an activity fund, as such; thus the graduating class has to finance the publication as best it is able. Such a policy, combined with the rather weak fraternal spirit of a commuters' college, conspires to eliminate completely all but the graduating class from the circulation list of the yearbook.

The reduced circulation greatly increases the unit cost of publication and discourages potential advertisers to such an extent that it is all but impossible to produce anything but the most meager of publications.

The *Nucleus* must rely for its financial support upon advertising, the direct income from sales to the students, and the income from class activities. Since the social activities of a commuters' college are seldom overwhelming financial successes and since restricted circulation reduces advertising to those who feel obligated to "contribute," the *Nucleus* must rely upon the direct income from sales to provide over sixty per cent of the cost of publication.

Yearbook Economics

With the cost of yearbooks soaring year after year, something must be done about the subscription price. To fulfill the page require-

ments of a *Nucleus* and to produce a letterpress book costs almost \$4000 for three hundred copies. Yet, twice as many books would cost only an additional twenty-five per cent. Twice or even three times that number of books can be sold at the College without approaching one hundred per cent saturation.

An important fact, however, is that the number of books cannot be increased unless the price is reduced, but this reduction is not possible unless sufficient books are sold to cover expenses. If one yearbook staff could sell, perhaps, six hundred copies at \$6.00, the next year it might be possible to sell nine hundred copies at \$4.00 or less.

Former editors have made the following suggestions:

1. Sell the underclassmen paper-covered books at \$5.00 and depend upon the seniors' purchase of padded-covered books to meet the cost of printing.

2. Take a poll of those underclassmen who will positively purchase yearbooks if they cost no more than \$4.00. If six hundred sign up, those coupled with the guaranteed senior purchase will complete the plan. If this plan does not produce six hundred signatures, abandon it because no promises have been made. If the six hundred promise to purchase the book, the money should be collected as soon as possible.

The Choice of a Printer

First it is necessary to know the alternatives that are present. Yearbooks are commonly printed by either of two processes, letterpress or photo offset.

Letterpress. The book is printed from type and half-tone cuts in the same way as the daily newspapers. The pictures are formed on these cuts by a series of dots. Newspapers use a coarse screen so that the dots are easily discernible; however, yearbooks are printed from a much finer screen. Each picture or group of pictures having common sides represents an additional cut. The making of the cuts represents the major cost of the yearbook, and the planning must be contingent upon reducing the number of small cuts by the proper grouping of the pictures. Technically, letterpress printing produces the finer reproduction and better quality printing.

Photo Offset. By this method the book is

School Activities

printed from large metal sheets which have been made light-sensitive, exposed to negatives of the layouts, and developed in an acid bath. This technique has come into increased use in the printing of yearbooks because it allows unlimited positioning of pictures. In fact, the greater the number of pictures, the less typesetting the printer must do and the greater his profit.

The flexibility and slight economy of this process are balanced pictures if the printer is not very skilled. It is suggested that the editors see examples of both processes before making a decision. Most printers will use whatever process the staff decides; however, their facilities for one process are usually better than for the other.

Terms of the Printing Contract

The terms of the printing contract are:

1. Set a delivery date, based on adherence to a prescribed schedule.
2. Indicate the number of copies, number of pages, size of pages, style of cover and binding, quality and weight of paper, and restrictions, if any, on composition and make-up.
3. Quote a net price on the above. Quote a price on extra copies, extra pages, extra colors, or any other items that are not covered in basic specifications.

State any other agreements; they also must be included in the contract.

The Choice of a Photographer

Choice of a photographer should be based on the quality of the studio's work, its ability to maintain the schedule imposed on the printer, and its location for taking formal photographs.

The photographer receives his major income from individual students, and the contract with him usually imposes no financial obligation on the staff except for such pictures as it actually orders. He is given exclusive privilege for making photographs for the book. If pictures by students or other photographers and cuts obtained from other sources are to be used in the book, a provision to this effect should be made in the contract.

In addition, the contract prescribes prices for individual pictures, groups, views, and action pictures and for extra prints and insists that each student personally select the pose to be used for his individual picture and provides that one glossy be furnished.

It guarantees all glossies to be suitable to the engraver and the staff and to be completed at the times specified. The contract provides the terms of payment. If the photographer is to pay for a full-page advertisement and for a copy of the book or if he offers other concessions, these should be placed in the contract.¹

Circulation

One particular problem of circulation in the case of the self-supporting yearbook is that of guaranteeing sales. Since a considerable portion of expenses must be defrayed through sales, it is imperative that the ultimate circulation be estimated accurately in advance. Every extra copy represents a net loss, not of the selling price, but of the unit cost of production.

With no fund available to absorb such losses the staff is morally and legally bound to meet the obligation from its own pocket. To avoid such a contingency, the staff should request advance deposits as guarantees of good faith on the part of those ordering copies of the book.

The Circulation Manager should have live-wire section representatives to obtain these orders and the deposits. He should check with the Administration, which usually purchases copies for the professional departments, the library, and the Personnel Office. The class gives free copies to the class faculty adviser, to faculty members to whom the yearbook is dedicated, and to any other faculty member who has rendered outstanding service to the class.

Evaluation

The editor-in-chief should request each editor and the business manager and his assistants to make a résumé of their proceedings and list each specification of their jobs and make suggestions for future staffs. The report should include the negotiations made with the various printers and photographers.

Upon receipt of these materials the editor-in-chief should collate them and prepare a complete record of the entire staff operations which should be filed in the Dean's Office. Cuts, pictures, layout materials, forms, and other data should be placed in the resource file of the Bureau of Student Publications.

¹Charles A. Wright, "The College Year Book," Published by Pi Delta Epsilon, 5457 Howe Street, Pittsburgh, Pennsylvania, 1941, p. 4.

In Pursuit of Public Relations

VERL L. ROOT

Director of Student Activities

and

THELMA F. SHEW

Department of English

Base Line Junior High School

Boulder, Colorado

In this age of growing school populations when school authorities more and more frequently call upon their communities to float bond issues, it becomes increasingly imperative to activate the phrase "public relations." Combating uninformed or unjustified criticism of schools is everybody's job; even the pupils in Boulder, Colorado, have accepted the challenge and in one school, Base Line Junior High, the student council has successfully conceived and executed the following ingenious plan.

Background of the Plan

A new building was to be occupied in January of 1954. Many of the problems inherent in a mid-year move were delegated to the student council; many responsibilities of being in a new building fell to their realm.

Serving as guides at the open house, for example, entailed their thorough acquaintance with the entire physical plant and with a wealth of background information which the casual pupil would have no access to or interest in.

Pride in their new building was constantly at odds with resentment toward the adverse criticism inevitable from the displeased taxpayer. Thus the council was encouraged to devise its own scheme for combating such judgments as "luxury school," "frills—all frills," "country club," etc.

A Guest a Day

The council set up a committee to work out the arrangements for a guest-a-day plan. After briefing the faculty and orienting the council members on their duties as host of the day, the scheme has functioned automatically and expeditiously.

Selection of Guests: A guest is selected at random from the telephone directory for four days of the week. Thursday is "special guest"

day, the person being selected by the committee, the principal, the adviser, or a faculty member.

Such a guest is selected for any one of a number of pertinent reasons: he criticizes the schools or teen-agers adversely and vocally; he has rendered service to the school; he is a potential friend of the school; he may be a city official, member of the school board, etc., who is interested in seeing the operation of the school and, in turn, is a key person for the students to come to recognize.

Notification: The committee calls the guest by telephone; briefly explains the plan; clarifies his capacity as guest in the school; and makes the appointment for a particular time, giving the name of his host. Then the chairman notifies the council member scheduled for that day who his guest will be; he in turn notifies the teachers from whose classes he will need time.

The Visit: The council member meets his guest; asks him to sign the guest book, giving his occupation and date of visit; escorts him through the lunch line and to the faculty table where the host must make whatever introductions are called for.

Before or after lunch, at the convenience of the guest, he is given a tour of the building. He may visit in any classes he likes; he may be introduced to the teacher and the class or, if it would obviously be an interruption, he is encouraged to observe from the sidelines.

Objectives: The objectives of the guest-a-day plan are thus set forth by the council: to acquaint townspeople with the new building; to help neutralize unjustifiable propaganda concerning the cost and elaborateness of the building; to give the citizenry an opportunity to see teen-agers at their work and, possibly, counteract criticism of them; to counteract the uninformed criticism that the curriculum is top heavy with social offerings at the sacrifice of the three R's; and to bring to the students some of the people in the community whom they should know and recognize.

Evaluation

At best, an evaluation of a plan like this is elusive. Remarks of the guests offer the only immediate criteria, and social etiquette presents its own limitations. Thus far, the comments have been overwhelmingly in praise of the building, the operation of it, and the students at work within it.

More tangible benefits are the resultant assembly or class lecturers, capitalizing on local talent thus introduced to the school, and a

general broadening of the perspective of the school program for both students and the townspeople.

A great deal of information, inspiration, and enjoyment can be gained by secondary school students participating in efficiently planned student exchanges.

"Education By Exchange"

THE HIGH SCHOOL EXCHANGE Idea has started to mushroom in the past few years.

Lincoln High School of Manitowoc pioneered in the present nationwide program of high school student exchanges in 1952, when it held an exchange with Lanier and Miller high schools of Macon, Georgia. This first exchange proved so successful and beneficial, and it was carried out so smoothly that Manitowoc has since participated in four other programs.

The idea for that first exchange originated when two city school superintendents, Angus Rothwell of Manitowoc and Mark Smith of Macon, met and discussed the benefits of an exchange at a national educators convention at Atlantic City. Both men agreed that an exchange between their cities would be a good idea. Students would be given an opportunity to see another school system and the life and activities of another section of the country.

Although the procedure of international exchanges was familiar and understood by both schools, an exchange on this level was something new. Officials had nothing to go by. Various problems had to be worked out.

There was the question of how many students should partake in the exchange. It was decided that a thirty-student group from each city—15 girls and 15 boys—plus two teachers as chaperons, would be the most practical and manageable.

It was evident that a group of this size would be but a small percentage of Lincoln's student body of better than 1200 students. How would the participants be chosen without hurting the feelings of those who weren't selected?

The Lincoln high school officials decided upon and used a method of selecting their students that proved very fair and satisfactory. Applicants would have to be able to entertain students in their homes during the exchange period. They would also have to afford to go

DONALD F. KIMMEL
University of Wisconsin
Madison, Wisconsin

on the trip themselves, the cost being approximately \$85.

A faculty committee then screened the applicants. Students who were undesirable for citizenship reasons and those whose grade points were below 2.00, on the school's 3.00 system, were disqualified. The other exchanges were based upon a 1.8 grade point.

The committee automatically chose a few students because of honors they had won or positions they had earned. Among these were the senior and junior class presidents and a member each from the student council, the school publications, and the school radio program staff. Beyond these five selections, it was agreed that anyone with a straight A average would automatically be eligible.

After this screening, the balance of the quota was chosen at a public drawing. The names of all others were drawn from a hat. Since only a certain number of senior girls, a certain number of senior boys, and likewise juniors, could participate in the exchange, the names were drawn in four different sequences.

Local industries were then contacted in order that the visitors could make study tours of the various concerns.

The length of each visit was set at two weeks, including travel time.

Both groups were advised to avoid controversial questions such as segregation. The feeling between the North and the South was played down.

With the preliminary problems ironed out, the actual exchange took place. The Maconites visited Manitowoc during the winter season. Besides attending classes and visiting local industries, government buildings, and landmarks,

the visitors, many for the first time, were treated to a day of outside winter sporting activities.

Many social events including parties and informal and formal dances were given. In this way, all the students were given an opportunity to indirectly participate in the exchange program and meet the visitors. The Wisconsin group made their trip South in the early part of spring, and they were presented with a similar program.

A great amount of publicity accompanied this first exchange, and the citizens of both cities virtually adopted their respective visitors.

The people of Manitowoc—especially the parents of the participants and the school officials—were deeply impressed with this first exchange program, and they readily backed successive exchanges with Roanoke, Virginia, in 1953; Wayne, Pennsylvania, in 1954; Jackson, Mississippi, in 1955; and Baton Rouge, Louisiana, this year.

The exchange was something new to each of these latter cities, with the exception of Wayne. During these earlier programs, Manitowoc school officials realized that they would be feeling their way as they went, hoping to profit by their mistakes. New problems had to be solved and some decisions had to be made during these subsequent exchanges.

The main question of objection at first was that there was too much social life connected with the programs. Everyone wanted to meet and entertain the visitors, but the parents and participating students felt that more time should be spent in the schools and homes and with the host families. This aim or wish was fulfilled and the social calendar was lightened during the latter two exchanges with Jackson and Baton Rouge.

There was also a question as to what the length of the visits should be. With the exception of the program with Wayne, all of the exchanges have consisted of two separate two-week visits. Students partaking in the Wayne exchange limited their visits to each other's homes and city to one week. Manitowoc students spent the other week touring New York City, Philadelphia, and Washington, D.C.

It was generally felt that this shorter visit wasn't as successful as the others. Many of the participants have suggested visits longer than two weeks. Some even thought visits lasting an entire marking period might be a good idea.

However, school officials think that the two-week visit is the most practical, and it appears that future exchanges will be of that duration.

No specific long-range plan is followed by Lincoln high school in choosing the other city. Four of the exchanges were North-South and the other was East-West. The North-South exchange pattern is preferred and thought to be better as more can be learned and seen.

As previously mentioned, the city of Manitowoc is enthusiastic over their school's exchanges. A better understanding between the people of Manitowoc and their annual visitors from other sections of the country is being developed. Such exchanges serve to further unite the North and the South. One of the Manitowoc students summed up this new and deeper understanding when he commented, "We learned of their social, political, and economic conditions, and most of all we learned to observe things and life around us with a more open mind."

The parents and school officials also gain. The officials have a chance to compare their school systems with each other. The parents of the participants get to know each other through the accounts of their children. Correspondence is carried on between the parents, and it has led to visits among the families during the summers.

Rex John, principal of Lincoln high school, reports that no more than a half dozen adverse comments have been received from parents of the 150 Manitowoc students who participated in the five exchanges. Most all of the parents have said that they would allow their children to do it over.

Having participated in the Roanoke exchange, I know how great an experience it is for a student. Pleasant memories of the people, their ways, and their city and section will always linger with me. I'll never forget the thrill of visiting places and experiencing things I had previously only read or heard about. Several close friends of mine were on other exchanges and their sentiments are the same.

The friendships made are lasting ones. Many, including myself, still write to acquaintances made through these programs. Several of the Manitowoc students have revisited the homes and the cities they visited during an exchange. One of the friendships made during the 1953 program has developed into an engagement between a Manitowoc girl and a Roanoke boy.

The potential of the high school student exchange program is being more fully realized each year. The National Association of Secondary School Principals report that 80 schools

participated in them this year. Manitowoc is proud it pioneered in this program, and, favoring its continuance, the city and the high school optimistically await future exchanges.

Good sportsmanship and school spirit are two very desirable and important student traits and are obtained and developed through many varied activities.

Ten Criteria for School Yells

HATS OFF to Joseph G. Plank! He pulled an ugly subject out of the area of unmentionables and put it in plain view on the pages of *School Activities* when he wrote about "those gosh-awful cheers we have in today's modern repertoire."¹ Even then, he chose the "more refined" term, *cheers*, instead of what the pupils and fans normally call them, *yells*. (*Yells* is a good English word. Webster defines a yell as "a shout or cheer, usually rhythmic and composed of an agreed or fixed set of words or syllables, used especially by college students." Furthermore, *yells* and *cheers* are not synonymous. School yells are only one part of school cheering.)

Three western educators recently elicited a lifting of the editorial eyebrow when they submitted their manuscript for a textbook on school activities which included a section on "cheer leaders and rooters." The subject, it appeared, was not exactly cricket to mention in polite society. This, despite the fact that organized cheering is one of the most visible—and clearly the most audible—of all school activities.

Why the hush hush? It seem comparable to the bastard in the family, ever-present but not pointed towards with pride. Or is it more like the family imbecile, legitimate but still an object of humiliation? High-school secret societies are clearly illegitimate, but still they rate more attention in professional literature than school yells. Imbecilic, that is it; legitimate but still an object of shame.

Only two reasonable courses lie before schoolmen in respect to organized school cheering: either abolish it or cultivate it into something worthy and laudable. Let's quit concealing it like a skeleton in the closet.

J. R. SHANNON
Sacramento State College
Sacramento, California

Admittedly, organized cheering is a strictly adolescent activity, limited to educational institutions, more or less asinine, and preposterous even to contemplate at a world-series baseball game. But, recognizing that murder is not popular—even murder of imbeciles—and that dangers lie in the path of the executioner, the present thesis is that school yells and organized cheering should not be abolished but should be cultivated into something worthwhile. As a starter, a set of criteria is the most logical and most needed. Therefore, here are ten criteria to open the subject and give other writers some bones to gnaw on.

1. *School yells should be simple.* An appreciative fan at a good ball game does not need to be told when to yell and when to keep quiet, or, when cheering, what to say. His exuberance of sound is spontaneous and need not be rehearsed. If, however, there be cheering in unison at times out or other lulls in the game, the yells should be short, uncomplicated, and unrehearsed. They should be so simple that they can be fully learned and effectively rendered in unison without advance practice.

2. *The full repertory of yells should be short.* If school yells are to be unrehearsed, their number must be small. There is no merit to a school's using more than a half dozen yells which satisfy the criteria expounded here. More than that number is both superfluous and confusing.

3. *Pep sessions are folly.* A ball game is to put pep into a school, and not the school to put pep into the game, or the school to put pep into the team or into the school itself except during ball games. If unison cheering

¹Joseph G. Plank, "Rah! Rah! Sis Boom Bah!" *School Activities*, 27:219-220, March, 1956.

is to be as nearly spontaneous as possible, rehearsals and so-called pep sessions or rallies are contradictory in purpose. If the yells are simple and few, rehearsals are unnecessary.

4. *School yells should have rhythm.* If it is desirable that a school yell be easy to execute, rhythm in its composition will help achieve the purpose. Frontier Hard-shell Baptist preachers added a degree of rhythm to their sermons by a monotonous intonation in their voices, often with the addition of otherwise redundant nonsense syllables, which worked on the emotions of the audiences and produced an effect remotely comparable to that desired among fans at a ball game. School yells with built-in rhythm can justifiably add to the desired emotional tone of the student body at a ball game.

5. *School yells should have meaning.* A series of nonsense syllables, even though rhyming and rhythmic, will not do. A school yell must have such meaning that its substance can be paraphrased in standard English.

6. *School yells should be catchy or clever.* Each yell should be such that an adult stranger hearing it the first time can say, "Doggone, that's good. Kids nowadays are pretty smart! We did not have such good yells when I went to school." There should be something admirable in each yell.

7. *School yells should be free from smut or profanity.* If a yell is not elegant, it should at least not be inelegant, crude, or vulgar. Just as athletics itself should be socially sound, so should the accompanying school cheering be socially sound. An example of what is improper in this respect is this "gem":

Milk shake, bellyache,
Hoochie-coochie ball;
Goodrich High School,
Rah, rah, rah!

And this from the same school:

Happy Hooligan, Gloomy Gus,
What the hell's the matter with us?
We're all right, feeling fine,
And can lick you any time!
Yea, Goodrich! Rah, rah!

8. *School yells should be courteous toward rival schools.*

Hic, haec, hoc,
Holy smoke,
Winfield High School,
What a joke!

Riffraff, chifffaff,
Let's give 'em the horselaugh:
HAW!

These specimens from the same school are typical of an antisocial characteristic common in school yells. All traces of insult and bigotry are absent from an acceptable school yell. Better than these are the following slogans painted in large letters on the wall of the Fontanet, Indiana, High School gymnasium:

CHEER, DON'T JEER
BOOST, DON'T BOAST

9. *Originality and local color are essential.* If possible, a school yell should be original and suitable to only one school. This is the most difficult of all criteria to meet, but unless it is met, a school yell is but a little better than noise. A simple but suitable example which meets this criterion is the following from Linton, Indiana, High School:

L - L
L - I - N
T - T
T - O - N
L - I - N
T - O - N
Linton, Linton, Linton!

Another suitable example of a yell which meets the same criterion comes from a small middlewestern engineering college:

Three cheers!
Three cheers!
Rose Poly
Engineers!

These examples show that the criterion can be met.

10. *School yells should be co-ordinated with other cheering agencies.* At their best, school yells are drab affairs if not harmoniously co-ordinated with school bands, stunts, clowns, majorettes, dancers, hand-spring artists, or pompon girls. These solo or small-team features provide the color and class to school cheering, whereas school yells provide volume and mass. Performers in these concomitant cheering activities need practice—lots of practice—but the value of the activities to the extracurricular program and to the performers themselves justify the hours of drill.

Joseph G. Plank evidently had a low opinion of the yells used at Temperature High. To say that something is bad, however, is not enough. We need to be specific by pointing out exactly

what is bad about it. Wherein does the fault lie?

The three specimens quoted in full by Mr. Plank clearly violate criteria one and five, and maybe number six. If more were known about Temperature High's complete program of cheering activities, maybe more violations would be

evident. Mr. Plank or any other schoolman can use the ten criteria set forth above to improve the organized cheering in his school.

Editor's Note: Dr. Shannon stated in a letter accompanying this article, "I had been thinking about sounding off on the same subject for some little time, and Mr. Plank's article, plus your note at the end, has triggered me off. Here it is."

The student council class provides opportunity for training in council work, parliamentary procedure, leadership technique, stresses citizenship.

Why Have a Student Council Class

"WHAT IS THE PURPOSE of the student Council in the modern high school?"

This was the question under discussion by the members of the student council in a large high school recently. The students were, under the guidance of the sponsor, seeking the answers that justify their existence as a council. First they set up several criteria by which to evaluate and judge their aims. Then they began to formulate the objectives and aims.

"I believe that we should seek to promote good school spirit since pride in one's traditions and institutions is the basis for all patriotism," said one member.

Another suggested, "What about sportsmanship? That is important too."

Still another: "Don't you think that we should encourage scholarship?"

And: "I think the student council should promote respect for public and private property."

After the session, one girl remarked to the sponsor, "You know, this was a revelation to me. I've been in student council for three years, but I don't believe that I had more than the faintest idea of what student council work really is. I've always thought in terms of the usual activities that we participate in each year."

Could this lack of understanding be true for the members of your student council? In all too many cases it is. The press of business quite frequently forestalls the examination of aims and the evaluation of activities and progress in councils which meet in the too-few, hurried minutes which the members can manage on their own time.

In the instance above, these council members were discussing student council aims during

JOHN T. REEVES
Student Council Sponsor
Roswell High School
Roswell, New Mexico

their own class period which this year is a regular part of their daily schedule. Thus they have one hour each day to transact their business, conduct committee meetings, organize activities, and study student council work from all angles.

Is this program justified in the light of crowded schedules, classroom shortages, and heavy teacher loads, all of which are typical of many modern high schools? I believe that it is. I believe that the student council so privileged can and will more than repay the school for the time during the regular school day which they are allotted.

In the first place, the modern high school should demand from its council more than service-type activities. Many of these activities are fine, of course; but they do not constitute what is perhaps the most significant contribution which the vital council can make. The council can and should be a teaching device, making its own peculiar contribution to the total curriculum.

If modern American education proposes to train American youth to participate effectively in American democracy, then the student council assumes a proportion quite at odds with that of a service club. It is then the arena in which students put into practice those principles and procedures which the total curriculum aims to instill. It is, to borrow a phrase, "the laboratory of democracy." It is a bona fide educational device.

As an extension of this reasoning, ample time for council activities and study facilitates the appropriation and appreciation of real democratic ideals. A teacher who is concerned about cynical attitudes toward the ever-present manifestations of authority in a democracy realizes that the basis for the correction of these attitudes lies in the development of appreciation for the fact that such authority rests ultimately in the people who participate in and consent to the formulation of rules and laws.

Thus, the council which has a real part in formulating the codes by which students govern themselves has taken the basic step toward the ideals that ensure the success of democracy. Too much stress cannot be given to this consideration. It is itself important enough to warrant the council period. I do not believe that enough time outside the daily schedule can be provided for this type of planning.

Too, the student council class provides for a closer, more sympathetic understanding between the principal and the student body. Limited meeting time often prevents the full exchange of ideas so necessary to confident relations. High school students are often jealous of their growing independence. Ignoring this fact can lead to highly critical attitudes.

On the other hand, the principal who can discuss policies and problems freely and completely with his council will likely find that he, by so doing, is able to make a vital contribution to the proper development and expression of this independence. More often than not he will be pleased to learn that students so equally treated will respond in a gratifying manner. They will eagerly desire the same school climate that he is so concerned for. And they will have many valid proposals for the attainment of this climate.

The student council class also makes for a more efficient council. As was suggested earlier, sufficient time to discuss aims and objectives helps to dispose of meaningless or insignificant activities, allowing the council to get down to its real work. Probably no council has too much time, even with a class period, to spend in evaluation of the results and accomplishments of its program.

Successful planning depends on successful evaluation. The council with regularly scheduled

time is thus able to plan more completely and carefully. It can properly examine a much wider scope of activities and efficiently select those most likely to succeed.

In line with this, the council, through its class, is able more adequately to represent the student body. Time is then available for thorough contacts with the student body. This increases the confidence of the students, something which no council can do without. Better publicity is possible, not only within the school, but in the community as well. Carefully-planned reports to the student body and to the community can go a long way toward a successful council.

As a last advantage to be gained through the student council class period, the writer suggests the opportunity for training which it offers. As a vital part of its program, the council which has its own class should include regular training in student council work, parliamentary procedure, leadership characteristics and techniques, and the implications of citizenship in a democracy. This training program should both implement and find expression in the democratic activities of the council. Truly, the student council should then be more able to fulfill its role as a tool for learning.

To sum up, it seems apparent that the potential of the high school student council warrants its inclusion in the school schedule. The writer does not believe that a program of this type is likely to fail to return to the school sufficient reward for its investment.

Summer Observances and Meetings

June is National Recreation Month.

June 6. The first YMCA in the world was founded in London.

June 29-July 11. National Girl Scout "Senior Roundup" will be held near Pontiac, Michigan.

July 5. Girls Clubs of America founded 1945.

August 1. First Boys' Camp. Although "Camping" probably dates back to caveman days, the first organized boys' camp—on record—was made 94 years ago this month when Frederick Gunn took fifty boys on a two-week trip to Milford, Connecticut. The Camp was called "Camp Comfort."—Magazine Service

The degree of success and enjoyment of a meeting or series of meetings depends materially upon the preparation and organization that goes into the project.

It's Time to Get Ready for Workshop!

STUDENT COUNCIL WORKSHOPS don't "just happen." Planning for them begins many months before they are to be held and many hour of work go into the preliminaries which must necessarily precede the main event.

The committee planning the second annual Oklahoma Student Council Workshop was appointed and began functioning in December of the year before the workshop was to be held in August. August had been the month agreed upon for the five-day workshop.

Between the time this committee was appointed and its first meeting in February, committee members agreed to survey site possibilities in their own immediate communities for the workshop. The first official act of the committee when it met in February was to select a site from those suggested.

Certain other general items were agreed upon by this committee acting as a whole. These items included agreement as to the selection of a workshop consultant, the general program of the workshop, the school registration and individual registration fees, and the number of delegates to be admitted to the workshop.

A division of responsibilities to facilitate the other work in connection with getting the workshop under way was agreed upon. The workshop director assumed responsibility for compiling the workbook to be used during the workshop. (The very excellent workbook compiled by last year's workshop director, Miss Lillian Shuster, was used as a basis for the one for the second year. Only minor revisions were made—most of them stemming from experience gained through last summer's sessions.)

Another committee member was delegated the responsibility for making the physical arrangements for the workshop. This involved making plans with officials at the site chosen, in this case the University of Oklahoma at Norman, Oklahoma, for housing and feeding delegates, and for adequate conference and classroom facilities for the workshop meetings. Planning for opening day registration and special entertainment for delegates was also delegated to this committee member since she would be

BERNIECE WESTER
Director of Activities
Central High School
Oklahoma City, Oklahoma

operating from "home base" and would have members of her own Student Council who could assist her in these operations of the workshop.

A third committee member was assigned the responsibility of contacting the list of workshop faculty members the whole committee had suggested. It was his job to write and in some cases to write again to sponsors on this list to try to assemble a faculty of interested, willing workers. Since the workshop delegates will do the bulk of their work in discussion groups of 15 to 20 students, sponsors, and assistant sponsors would be needed for these six or eight groups. A workshop librarian and reporter were also needed.

The responsibility for accepting registration fees was assigned to the Executive Secretary of the State Federation of Student Councils, who was also a member of this committee on Workshop. It was felt that this arrangement would greatly facilitate business arrangements.

Each committee member found himself busy with workshop business beginning immediately after the initial meeting of the committee. The workshop director wrote letters of publicity which were sent to all member schools of the State Federation of Student Councils and to certain schools which it was felt would be or *should* be interested.

The job of cutting the stencils for the more than 20 pages of the workbook was done by this committee member. Cooperation of students at her own school facilitated the running of these stencils and the eventual assembling of the pages into almost 200 workbooks. Students in a beginning printing class set up the label for the workshop book cover.

The simple act of handling the workshop workbook has aroused so much interest and desire on the part of the students to attend the workshop that it appears now that "competitive bidding" is going to be the only possible way of selecting the four precious delegates!

The introductory letter sent to all schools carried this information about the workshop: the dates, place, cost per school and delegate, number of delegates and sponsors, approximate deadline date for getting registrations in to the Executive Secretary, and a plea to begin making plans *at once* to send delegates at school expense to the workshop.

The committee member in charge of physical arrangements for the workshop found herself meeting with University officials to work out a folder with publicity about the workshop and a complete registration blank and information as to its destination. Arrangement also had to be made for dormitory and meeting space, and for meals and recreation areas.

The committee member charged with the responsibility of assembling the workshop staff found himself writing letters furiously, sending tracers when replies did not arrive, and prayerfully and hopefully awaiting affirmative answers. When those were not forthcoming, more

letters went to sponsors listed on the reserve list.

The Executive Secretary found herself in anxious anticipation—hoping that the other committee members were functioning and that registrations would meet the set limit of 120 students and 30 sponsors by the deadline date late in May.

For a workshop scheduled to be held in August, it would seem that a great deal of work was being done very early. Experience with school people, however, has shown that once the doors of the school close late in May or early June, faculties and students scatter in all directions and that to contact any of them after June first is an almost assured impossibility. Every bit of workshop work that is done before June first is good insurance that the workshop planned for August will be a booming reality and that the pieces of the puzzle that fitted together to make for a good workshop have all been properly assembled.

TELL-GRAM	TELL-GRAM	TELL-GRAM	TELL-GRAM
	WESTER'S UNION		
WHAT?	STUDENT COUNCIL SUMMER WORKSHOP		
WHEN?	AUGUST 12-17, 1956		
WHERE?	UNIVERSITY OF OKLAHOMA, NORMAN, OKLAHOMA		
WHY?	TO IMPROVE YOUR EFFECTIVENESS AS A COUNCIL IN YOUR OWN SCHOOL		
WHO?	YOU! AND THREE MORE STUDENTS FROM YOUR SCHOOL PLUS YOUR SPONSOR		
WHAT GIVES?	SESSIONS OF LEARNING, STUDY, DISCUSSION, AND ENTERTAINMENT AND FUN!		
HOW MUCH?	\$20.00 FOR SCHOOL REGISTRATION FEE AND \$20.00 PER DELEGATE FOR ROOM AND EATS		
LIVE WHERE?	DORMITORIES ON THE OKLAHOMA UNIVERSITY CAMPUS		
EAT WHERE?	MEMORIAL UNION CAFETERIA OF THE UNIVERSITY		
FUN?	MAN! YOU DON'T KNOW THE WORD UNTIL YOU'VE ATTENDED ONE OF THESE JAM SESSIONS!		
WORTH YOUR TIME?	IF THE WORD OF LAST YEAR'S DELEGATES MEANS ANYTHING, THEY VOTED IT THE MOST WORTHWHILE STUDENT COUNCIL EXPERIENCE THEY HAD EVER HAD OR HOPED TO HAVE!		
ANY BIG-WIGS?	WOW! DR. HARRY McKOWN, EDITOR, AUTHOR, AND HUMAN BEING—ACTOR, COMEDIAN, AND WONDERFUL TEACHER WILL BE THERE. HE'S A REAL STUDENT COUNCIL DADDY AND COUNSELOR.		
ANY FRIENDS?	YOU'LL MAKE LASTING FRIENDSHIPS! SOME OF LAST YEAR'S "FRIENDS" ARE STILL "GOING STEADY"!		
ANY SPONSORS?	YES, NECESSARY TO THE SHOW BUT AWFULLY NICE!		
HOW ABOUT IT?	GET ON THE STICK, GET HEP TO THE JIVE, GET REAL GONE, AND BE AT THE WORKSHOP WHEN IT OPENS SUNDAY, AUGUST 12. YOU'LL NEVER BE HAPPIER ABOUT ANYTHING IN YOUR LIFE!		
	I'LL SEE YOU THERE! (NAME OF DIRECTOR) YOUR WORKSHOP DIRECTOR CENTRAL HIGH SCHOOL OKLAHOMA CITY, OKLAHOMA		

"Probably the greatest benefit to be derived from the council, accrues to those individuals who actually participate as active members of the organization."

Student Councils in Selected Elementary Schools

SINCE THE STUDENT COUNCIL in elementary schools is currently a topic of major interest, a survey was conducted of 225 selected elementary schools distributed throughout the United States, Alaska, Hawaii, and the District of Columbia to determine the status of the student council in the elementary school.

The terms "student council" and "student government" are interchangeable when applied in our elementary schools and refer to student participation in school activities. While individuals at the elementary level are usually referred to as "pupils," the term "student council" is used throughout this article to mean the council for the individuals attending the elementary school.

Perhaps the greatest benefit to be gained from the council, accrues to those individuals who actually participate as members on the council. Council members gain experiences in presenting and solving various problems. A council provides one of the richest sources of experiences in the training of boys and girls in the operation of the machinery of democracy.

The council not only trains pupils in parliamentary procedure and effective leadership, but it aids in developing a feeling of responsibility toward the entire school. Serving on the council also affords pupils the opportunity to follow the leadership of others.

Members of the entire school gain in developing a belief, understanding, and appreciation of our democratic government and its procedures. Pupils learn to recognize the rights of others, including those of minority groups. Through participation they not only become conscious of the problems of the schools, but by working together on them they develop a greater respect for, and loyalty to, the school.

In helping to create a democratic environment for school living, the student council provides the means toward developing the qualities necessary and essential to a democratic society.

The tradition has been for school administrators and faculty to organize a council just

ALTA I. GAYNOR

*Department of Physical Education
Oregon State College
Corvallis, Oregon*

in order to be in step with more progressive schools. This practice is unwise since the student council should be organized as a result of felt needs of the students, rather than by school administrators and faculty in order not to be thought out of step with what others are doing.

While the basic ideas and principles of student government are centuries old, their use in the American elementary school is comparatively new. For example: the majority of the schools taking part in the survey indicated that their student councils are of recent date.

While 19 schools have student councils which were organized between 1925 and 1934, 22 have student councils organized between 1935 and 1940, 24 have councils organized between 1941 and 1946. There were 146 organized between 1947 and 1954.

Furthermore, the shift of emphasis from student "government" to that of student "participation" has assisted in the acceptance and the development of the movement more rapidly in our elementary schools. Participation provides motivation, insight, and interest to all other learning activities.

However, of the 225 survey replies, only eleven student councils included students in the planning and organizing of the council. Yet interestingly enough, only eleven of the 225 were organized through the specific request of the administration; the remainder grew out of the requests of the student body or of the faculty.

While students needs constituted the accepted reason for organizing the council, the thinking on the part of the administration and faculty had not advanced sufficiently to include the students as working partners in the planning and organizing phases of the council. Such items as, "giving the student responsibility," "provide a means of practicing democratic living," "de-

velop student leadership," and "give the student an opportunity to accept responsibility," were most frequently mentioned as reasons for instituting a student council.

Other reasons were: (1) To provide a means by which students can experience, learn, and apply democratic living in meaningful situations. (2) To improve the behavior of the children through democratic rather than autocratic processes. (3) To develop leadership in children and teachers. (4) To create a feeling of "oneness" and belonging in the school. (5) To offer an opportunity for accelerated students to develop greater leadership.

While council objectives have been attained in most schools, there are some in which they have not been achieved for the following reasons:

1. Changes in staff, and continuous evaluation.
2. Scope of pupil participation has been narrowed.
3. Trying to move into a more advisory council than a supervisory council.

Results of this survey indicated that many types and combinations are used in the elementary school organization of student councils. In fact, one hundred and nineteen of the two hundred and twenty-five schools replying have distinct and different forms of organizations developed to meet the needs of their own school and community. Different types of organization are:

1. Meeting conducted as a business meeting with a president elected by the student body.
2. Town meeting.
3. Club meeting.
4. Meetings held in the auditorium with the leader being elected by the student body. Leader acts as a discussion leader.
5. Advisory councils.
6. Open meetings led by the council president.

Regardless of the plan of organization, three-fourths of the schools maintain the same title as officers in our national government.

It was found that the length of term for officers most commonly used is one year, but the officers are subject to re-election. The main qualification required for student body officers concerned grade placement.

It was interesting to note that 63 schools select their council members by allowing grades one through six to elect two members each. The returns also indicated that 97 schools elect their council members through their home room or class. Each room or class elects one or two members to serve on the council.

The basis for election is by popular vote of

their class, but a few schools allow the entire student body to vote on the members.

Citizenship and leadership qualifications in the members were stressed in the majority of schools. Achievement grades, mastery of the language arts, age, grade level, and popularity were also mentioned as qualifying criteria for candidates.

The survey indicated that the legislative power is the one most commonly employed by the schools. However, while some indicated they use either the legislative, or executive, or judicial power only, several use a combination of two or more powers.

The judicial form of government used by the student council points to one main power or function, namely, punishment. Many schools use this method to pass judgment on misdemeanors. The judicial form of government resembles a court both in operation and in management.

The use of the student court and the judicial system in the student council is a local matter and requires close expert supervision. Schools using this system, state that court sessions are not carried on without the presence of the adviser. The advisers can also reject or accept any recommendations set up by the court.

The student councils which use the executive power do not have the final word in the enforcement of the schools' policies. The councils have the power to suggest and recommend changes. Committees in the school can also submit plans and suggestions to the council which the council can approve or disapprove but the final vote is always decided by the faculty sponsor or school administration.

The council, working under the legislative powers, accept the suggestions, recommendations, or orders from the student body. If the council feels there is a need they will suggest improvements and the student body votes for the acceptance or rejection of the recommendations.

Written constitutions were found in 113 of the schools surveyed. It was stated that a vast majority of these constitutions were prepared by the students themselves or by student-faculty participation. The majority of schools do not provide individual copies of the constitution. The constitution is merely framed and posted for convenience of students in their home room, library, office, or it can be secured by teachers or student body officers.

Schools have discovered that committees functioning within a school offer a great opportunity and challenge to students in the practice of democracy and leadership. Committees are an excellent means for students to communicate with both fellow students and faculty.

Committees provide a medium for students to select a project and to follow it through for the best interests of the school. One hundred and seventy-two replied that they used committees in carrying out their student council program. The committees vary a great deal in different schools, depending on local tradition and on the extent of authority granted to the student council.

Some examples of the different committees are:

1. School clean-up
2. Program and assembly
3. Health and safety
4. Buildings and grounds
5. Community services
6. Social
7. Library
8. Assembly
9. Safety patrol
10. Lunchroom
11. Sports play days
12. Tardy
13. Student scrap book
14. Bulletin board
15. Bicycle
16. Flag
17. Publicity
18. Fire
19. Bus
20. Savings and stamps
21. Rest rooms
22. Milk
23. Lost and found

The above is just a small part of the total list submitted by the cooperating schools. It is interesting to note that in a majority of instances the council handles all assembly programs, conducts the safety program in the building and on the grounds, and helps the local police with the safety of children.

The great majority of the schools follow the policy of having the principal appoint the faculty adviser, if the principal does not himself serve. However, there appears to be a tendency to allow teachers to volunteer if interested and willing to serve as an adviser. Only six schools permitted the student council to select its own adviser.

Many schools reported that provisions were made to provide an opportunity for more students to serve on the council. Numerous positions are created on the council, special activi-

ties such as play-days are planned, and student leaders usually try to see that pupils are not elected year after year.

The importance of permitting the student to discover, understand, and develop himself as an individual, and to receive training in actual school situations, was shown by 80 of the participating schools. These 80 schools have organized special classes and meetings to assist students. The advisers, classroom teachers, and past officers of the student council assist in this special training. These schools are attempting to demonstrate that when properly selected, trained, and supervised, students can actually manage many of the school affairs.

It is the general procedure to have regularly scheduled meetings for the council. One hundred and thirteen of the schools hold weekly meetings, sixty-two bi-monthly, seventeen monthly, and thirteen whenever the need arises.

Of the people answering this survey of the elementary school, nearly all indicated the important role which activities and projects play. The council in many of the schools is responsible for most of the organization of student activities. The chief duties and responsibilities belonging to the council alone, are to plan, organize, and execute activities, to work with the administration in discussing the problems of the school, and to act as a clearing house for school problems in general.

An examination of activities indicates that the various councils sponsor programs dealing with the care and beautification of their school and playground, school assemblies, money-collecting drives for worthy causes, noon-hour and after-school activity programs, safety patrols at crossings, and projects dealing with the management and control of school activities.

Too often responsibility for these numerous jobs which must be done in any school is assumed by teachers and principals alone, and in so doing, children are deprived of valuable opportunities. Student councils have been organized for the benefit of students. The council in any school is but one of the many activities organized and administered for the purpose of providing opportunity for integrated student growth.

In 82 schools the funds in connection with co-curricular activities are handled by a faculty member or principal and not by the student council. The school store, assemblies, dances,

student body cards, movies, and selling the school's newspaper, were some of the items which involved the handling of funds.

While the true value accruing to the council member consists in being able to serve the school rather than to receive an award, it is significant to note that one hundred and twenty schools do give some type of award to their council members.

Fifty schools gave recognition for service on the council by issuing a certificate purchased by the school, and twenty-five schools provided pins. Many different types of awards are given but in most instances they are gifts, paid for out of the general school fund.

The present movement in elementary schools is to ask parents to participate in as many school activities as possible. In 218 schools it was indicated that parents are included not only in school activities, but may also in some instances be involved in the student council itself.

An examination of the responses given by the participating schools reveals that lack of time, lack of faculty interest and ability, lack of experience, and the immaturity of students are the greatest problems which keep the council from functioning at its maximum capacity.

In most instances it was felt that proper understanding and willingness of teachers to help in the education of students in student affairs would help the student council. The development of proper attitudes on the part of teachers would be beneficial. The kind of organization is not as important as are the lines of communication and attitudes toward the council on the part of students and teachers.

The problems which are purely administrative, such as lack of time and meeting place, can be solved comparatively easily. However, the problem involving proper attitudes of students and faculty will take time and careful planning on the part of all the students, faculty, and administration.

A tabulation of replies indicates the following methods for attempting to solve these problems:

1. Arrange time schedule to meet student council activities.
2. Plan leadership sessions for student council officers and members.
3. Discuss at faculty meetings solutions to the council's problems.
4. Provide meetings of student and faculty together in discussion groups.
5. Attempt to distribute teacher responsibilities.
6. Allow teachers released time for activities.

The participating schools indicated that the greatest problems within the council were, the immaturity of its members, lack of time given members for organizing and carrying out activities, and the lack of training and background of members necessary to carry out council activities. Other problems listed by schools are as follows:

1. Need more training and techniques in parliamentary procedures.
2. Jealousy among council members.
3. Lack of understanding between teacher and students.
4. No cooperation from teacher or from principal.
5. Poor leadership qualities in officers.
6. Best members not always elected.
7. Conflict with other activities.

Schools which realize the importance of their student councils are making an effort to do everything possible to secure top efficiency in the operation of the council. Specific training for positions on the council, educating students to the necessity of electing well-qualified students, careful planning and selection of activities, well organized meetings, individual guidance, and getting materials and information to the students on the council, are the methods with which schools are experimenting, in the hope of solving problems.

Student participation in the student council helps to develop the student personally. It fosters democracy, fair play, unselfish service, consideration for the rights of others, and respect for the law of the social group.

The student council helps to prepare the student for active life in a democracy. It makes him more alert and willing for self-direction; it increases student interest in the school, fosters sentiments of law and order, and aids to discover and develop special qualities and abilities in students.

The effect of the student council on the life of the school is important because the council can and should help to organize, promote, administer, and articulate all the activities of the school.

The student council is a medium through which the needs and desires of children can be met. Intrinsic learning results when children actively plan and participate in situations and experiences. The council, therefore, is a channel for teaching necessary skills and for providing knowledge essential to the development and achievement of both personal and social values.

In summary, different schools have listed many and varied values for their student council as follows:

1. Students take over responsibility and have experience in democratic participation.
2. Builds school spirit and pride.
3. Closer relationship between students, faculty, and school.
4. School has more unity, has a cooperative atmosphere, and a deeper appreciation of the school.

5. Students are given practice in citizenship, leadership, and can work on self-improvement.
6. Knowledge of civic government and responsibility.
7. Social growth, poise, and ability to handle situations.
8. Parents are informed of school activities through the student council.
9. A feeling of being needed.

Editor's Note: This article is an unpublished dissertation presented as partial requirement for a Doctor of Education Degree at Oregon State College in 1955.

All schools should be equipped to promote indoor and outdoor play, intramural games, activities of all sorts—all seasons of the year in any climate.

"Miracle Dirt" Ends Playground Mud

REPLIES TO A QUESTIONNAIRE mailed to graduates of Illinois State Normal University, Bloomington, stated that the number one problem confronting those teachers on the job was MUD. The ingenuity of a school board offers a solution to the problem.

Every summer some school administrator is sure to be criticised by uninformed taxpayers for spending the limited funds on crushed stone for the playground, grading down the high spots, filling in the gullies—then nullifying all this work by putting on a coat of "just plain black dirt." The dirt referred to was a pile of natural rock asphalt shipped from one of the mines and stock-piled near the grounds, awaiting use in the new, low-cost, all-weather surfacing project. Even after the job is finished and word has gotten around about the black-topping, parents call up and ask: "When is that gray surface going to be covered with the REAL black-top?"

Natural rock asphalt has been called miracle dirt because it looks just like black soil in the stock-pile, but miracles can be performed with it when surfacing the school playground. Teachers like it because every gymnasium game can be played on this smoothest of the all-weather surfaces, thus relieving the over-crowded gym classes.

Janitors like it because the playground mud, dust, and grit, formerly tracked in by the youngsters, no longer ruins the floors. The custodian of Blaine School, Batavia, Illinois, said: "Only one who has worked around a school can fully appreciate the value to the school district, of this all-weather surfacing."

O. R. BARKDOLL

*Health, Physical Education Specialist
Downers Grove, Illinois*

The neighbors like it because there is no dust, and that painful glare from the sun (when the yard is surfaced with white, crushed stone), is eliminated. Parents like it because of the saving incurred on shoe soles, clothes, knees, and elbows. One Tinley Park, Illinois, parent said this all-weather surface was worth five dollars per child, for this one reason alone.

Pupils like the surface because they can always use the grounds for efficient play (which is not the case with the gymnasium, should they be lucky enough to have one). Many pupils have said these surfaced areas provide more fun for winter skating than for summer-time tennis. Tennis courts can always be found somewhere, but skating areas can not.

Natural rock asphalt deposits have been found in the earth, but much closer to the surface than coal. It is believed that these beds were formerly oil pools, where the oil filtered away, leaving the viscous, asphaltic residue in the sand. Since this base sand has been saturated with the asphalt for centuries, it appears that dozens of years will be required for the particles to dry out, when used as an all-weather surfacing material.

A Centralia, Illinois, school board member who has been experimenting with this product for several years, estimates the life of their playgrounds at forty years. There is one such driveway here in town that has been exposed to seventeen winters, and shows practically no wear.

Machine-mixed asphalt, the "black-top" seen on many Illinois highways, is sand, gravel, clay, and stone, bound together with hot, liquid asphalt—a by-product of the oil refineries. (Concrete is sand and stone bound together with cement). If the percentage of liquid asphalt is too great, the surface becomes sticky in hot weather; if too lean, the dry stone absorbs the asphalt, the bond between the particles is lost, and the surface breaks into pieces.

Rock asphalt has been aged in the earth for centuries; it is comparatively dry, and is the only black-top I have seen that will not discolor a tennis ball. Last summer I saw two tennis courts that had been surfaced with machine-mixed asphalt in 1941, and only a few games of tennis were needed to completely discolor the balls.

The fine grain of sand in most of the deposits is finer than gravel-pit sand; the dry quality, and this fine grain of sand, make an unusually smooth surface, which is ideal for school playgrounds and tennis courts. "Tennis courts," as such, will pass out of existence. They will take on the name of game courts—tennis in the summer, physical education playground in the spring and fall, skating rink during cold weather.

"Natural" asphalt is not heated for application; therefore it does not harden and become brittle. If a light roller is used, only the top half of the layer is compacted, leaving a resilient mat underneath, comfortable to play on for adults and youngsters alike.

Machine-mixed asphalt is an attempt by man to obtain a resilient surface similar to natural rock asphalt, but with the freight charges on the sand eliminated, by shipping the liquid asphalt from the refineries, then mixing it with the gravel, close to the surfacing project. This kind of pavement gets rougher as it is used because the asphalt coating around the particles wears away, leaving the stones to protrude.

Surfaces made of the "natural," become smoother during the years of use because the friction of wear brings OUT a tiny portion of asphalt from *within* the saturated grain of sand. Yet the amount of asphalt on each particle is so small that it is impossible to discolor a white cloth, after the all-weather surface has been exposed to the sun for a few weeks.

School administrators like natural rock asphalt for playground surfacing, because the low-cost plan for schools, devised by the Cen-

tralia, Illinois, school board, brings the cost down within the reach of every school budget. Expensive machinery and skilled labor is not necessary. Maintenance men, students, interested dads, service club members, can do the work. When the children are going to reap the benefits, parents are glad to donate their services.

There is no need of hurrying to complete a portion, as is the case with cement, and hot, machine-mixed asphalt. Many school budgets are limited, but this kind of project is feasible for every system, because P.T.A.'s, and other interested organizations, can eliminate all of the expenses except the cost of the material and the freight charges.

Splendid community co-operation at Virden, Illinois, made possible two tennis courts for the high school, and another playground for the elementary school pupils. The Playground Association purchased the material; the school district gave the land; trucks and tractor were donated by an interested board member; high school boys did the work under the direction of Coach M. O. McMullin. Cullom, Illinois, high school seniors unloaded the carload of asphalt during their first week of vacation, to do their bit towards helping the school obtain an "out-door gymnasium" for mild weather and a skating rink for cold periods.

The boys and one adult of another school surfaced two basketball courts during the second week of school; the students helped out during study hall time, before school in the morning from seven until nine, and again in the afternoon following dismissal. Seventh and eighth grade boys helped run the straight-edging machine while the surfacing project was under way at St. Mary's School, Pontiac, Illinois.

The constantly increasing number of park boards and their additional funds will be a boon to the re-emphasized school health and physical program, where there exists a good spirit of community co-operation.

Every school that has undertaken an all-weather surfacing project with natural rock asphalt has followed it up with valuable suggestions for others, in the use of simple machinery, and new ideas for lowering still more the cost to schools, of this heretofore almost prohibitive playground improvement. Educators possess a lot of ingenuity when it comes to making a small amount of money go a long distance.

The cost of a surfacing project can be determined approximately by securing the material cost and the freight charges per ton from the nearest mine. Ohio, Kentucky, Louisiana, Missouri, Oklahoma, and California are some of the states producing natural rock asphalt. Names of companies may be secured from the State Geological Survey, or the State Superintendent of Highways. Increase this sum fifty per cent, for the total cost per ton surfaced. Laid inside forms an inch-and-one-quarter thick, one ton will cover 175 square feet.

If the administration decides upon a surfacing project, the following procedure will give good results:

1. Prepare the base a year in advance, similar to one that would be satisfactory for a private driveway.
2. Order ample material from nearest mine. Purchase more than the anticipated need, so as not to run short. Nearby homeowners always want to buy some for the driveway.
3. Set the freight carload in a materials dealer's yard where there is a "clam-shell" power shovel for unloading. Hand shoveling costs are high, whereas a power shovel will do the job for half that figure.
4. Stock-pile the asphalt near the playground.
5. Spray the base with 0.4 gallons of liquid asphalt per square yard. Road maintenance distributor will do this job, or you can use sprinkling cans.
6. Distribute natural rock asphalt in windrows, with dirt loader. Or use wheelbarrows.
7. Straddle windrows with wheels of the tractor set wide apart, and the grading blade in the REAR of the tractor, to level off windrows down to about two inches in thickness.
8. Saw four forms, an inch-and-one-quarter thick, and four inches wide, from four, 16-foot two-by-fours.
9. Lay these forms end to end, eight feet wide apart, straddling a bladed windrow.
10. Drag a cement finisher's straight-edging machine over these forms. Or straight-edge the material by hand.
11. Roll with power-driven asphalt roller, and then use the surface immediately. If a power roller is not available, use ordinary lawn roller, but permit the new pavement to "cure" thoroughly in the sun for a couple of weeks before using. Keep this roller painted with kerosene so that the material will not stick to it.
12. After three weeks of hard usage, secure "traffic paint" and mark boundary lines for every game and court known to the physical education program.

A comprehensive, all-round, interesting, graded, physical education program in the open air (the proper place for healthful activity) will then be possible for all pupils the greater part of the school year on this "outdoor gymnasium" floor. The youngsters will use the courts daily, from dawn to dusk.

During cold weather, use several lawn sprinklers to make a thin layer of ice. Thus the "outdoor gymnasium" may be used for skating before the temperature drops enough to make skating possible on the ponds and streams.

The snow melts on this dark surface during mild weather faster than it does on the ground, or concrete pavement. After a heavy snow the pupils will shovel off the court rather than remain indoors. The pavement dries quickly after a rain and the program planned for the day may go on uninterrupted.

During a convention of the National Safety Council in Chicago, a panel discussion on playground surfacing was part of the program. The teachers' number one tale of woe seemed to be "that indoor recess" when the pupils must remain indoors because of wet grounds. Next on the list was injuries caused by all-weather surfaces, when the material was cement, or rough and brittle, machine-mixed asphalt. Users of natural rock asphalt testify that it has no faults whatsoever.

Teachers' Oasis

ROBERT J. NAREAU
Principal
North Avenue School
Del Paso Heights, California

Good school administrative policy dictates that certain times throughout the teaching day be set aside as free or rest periods for all teachers and other school personnel. Equally as important as the free period is that the school faculty have a room of their own where they can go to enjoy this brief respite from the rigors of the classroom and other school operational functions.

The teachers' room should be as comfortably furnished as circumstances will allow and should be "off limits" to all but members of the school staff. Under no circumstances should the teachers' room be accessible to the inquisitive eyes of students or parents during the teachers' free period.

Such furnishings as comfortable, attractive chairs, divans, drapes, ashtrays, magazine racks, and coffee tables should, if feasible, be purchased by the school district from district funds. If this practice proves impractical, perhaps the

situation could be handled in one of the following ways:

1. Benefit events by the local Parent-Teacher Association to raise the necessary funds.
2. Parent-Teacher Association projects.
3. Articles donated or loaned by staff members themselves or sympathetic organizations or individuals.
4. Articles constructed by staff members or interested and talented members of the community.

In addition, the teachers' room should include such articles as a soft drink machine, coffee maker, current magazines, lavatories, teachers' mail boxes, and a bulletin board. A soft drink machine may be obtained without charge from most soft drink dealers and will serve as a source of Teacher Association revenue, as well as being a welcome treat to the tired teachers on hot, dusty days.

Coffee makers holding up to forty-eight cups are, in many situations, loaned by coffee firms as a means of advertisement. If this is not possible in the local situation, these coffee makers may be purchased jointly with the Parent-Teacher Association so that both groups may benefit from its use.

To add the personal touch to the school teachers' room, some artistic member of the staff could write the first name of each member of the faculty on a coffee mug using an enamel paint which will stand the test of time and hard usage.

Many well-meaning administrators may remark that the idea of a teachers' room and free time during the teachers' day are fine things in theory, but are not realistic to their situation. The idea of giving free time to members of the staff during the teaching day lies in scheduling. The free period can be accomplished in one of several ways, three of which are as follows:

1. For school districts which employ such special services as art, music, physical education, speech teachers, or school nurses, the situation can be handled partly by giving the classroom teacher free time during the periods when the special service teachers are instructing the classroom group.
2. By scheduling recesses so that several classes are having their recess period at one time and using teams of one or two teachers for supervision, thus allowing the remaining teachers time for a break from the day's routine.

3. By assigning teams of one or two teachers to cafeteria supervision and yard duty during the noon hour.

The problem of scheduling free time in private in a teachers' room with an atmosphere conducive to enjoying that time to the fullest is a major administrative problem in bringing about good faculty morale, which in turn results in a better teaching job by the contented and freshened teacher.

This is a paramount school issue which cannot be evaded. Workers in nearly every other profession and occupation are shown this consideration and the results are a benefit to all concerned. With a bit of improvising, ingenuity, and reorganizing on the part of the school administrator, this same situation can become true in schools in America.

G. H. S. Teens Against Polio

DOROTHY CARR
Secretary, Student Council
Graham High School
Graham, Texas

Things really started "buzzing" around Graham High School, Wednesday, January 25, as the annual "Teens Against Polio" Drive got under way. Keen competition was in evidence as the various home rooms "rolled up their sleeves" to try and win the Coke party offered by the Student Council to the home room contributing the largest sum to the campaign.

Strains of "Tutti Frutti" and "The Great Pretender" floated down the halls as Miss Edward's, Miss Snoddy's and Miss Allen's home rooms took turns playing records in the gym during the lunch periods. A talent program studded with stars from G.H.S. and Hollywood was a



And for a Good Cause

highlight of the week, sponsored by Miss Allen's home room.

"Is this the Arabian Nights?" might have been one of the questions asked, as Miss Fie's home room auctioned off fair damsels at the G.H.S. Slave Market. Additional money (and pounds!!) were gained during the cookie, candy, cake, etc. sales by the various home rooms.

Lemonade was supplied to the Study Hall floor, as well as sold to students, by the members of Mr. McCleskey's home room during their sales of lemonade, cake, and doughnuts to the students and coffee to the teachers during their off-periods.

A film, *Africa Screams*, sponsored by the Student Council, netted \$55.00 and closed the campaign. A walnut coffee table was presented to Mr. Guinn, holder of the "lucky ticket" by the members of Mr. Williams' home room.

Miss Allen's and Mr. McCleskey's home rooms were running nip and tuck right up to the final day. The results were: Mr. McCleskey's home room, \$136.00; and Miss Allen's home room, \$78.00.

All the home rooms are to be commended for their enthusiastic support. The total sum for G.H.S. was \$654.72—the largest sum on record.

Universities are providing the opportunity for advisers and staff members of high school publications to get a week of concentrated journalistic help.

Summer Publications Workshop Idea Succeeds

EFFORTS TO IMPROVE high school publications—both yearbooks and newspapers—are getting the backing of large universities in the United States in the form of summer workshops for advisers and staff members.

These workshops, like the one at Ohio University, the oldest and largest of the ever-increasing number, offer a concentrated week of work under the direction of experts in the field.



One of the big hits of the Ohio University Workshop was the visit of Stan Drake, noted cartoonist and creator of "The Heart of Juliet Jones" cartoon strip. He and Mrs. Drake appeared in a special convocation and also participated in group interviews. He is shown here drawing a special sketch for the Charleston, West Virginia, delegation to the Workshop.

A. T. TURNBULL
and
R. N. BAIRD
School of Journalism
Ohio University
Athens, Ohio

"Learn by doing" has been the theme of the Ohio University Workshop since its inception eleven years ago. Although it has grown to an enrollment of about 1,000, the emphasis is still on working in small groups on practical projects in every phase of high school publication management and production.

That this workshop carries out its theme is evidenced by the publication during the extensive six-day training period of three newspapers—offset, letterpress, and mimeograph. Students whose principal interest is the yearbook actually design covers, make up pages, and write copy and headlines under the watchful eye of carefully selected instructors.

The basic training of the workshopers is supervised by educators who have established reputations in the field of high school journalism. Included among them are advisers of prize-winning publications, authors of textbooks, and university journalism professors.

Efforts of the staff are supplemented by

representatives of commercial firms in the graphic arts industry. Practical pointers on the relationship of the high school staff with the commercial producer of its publication are given by the industry spokesmen.

All the instruction is slanted toward the solution of particular problems to be faced by the workshopppers, most of whom are newly-elected to executive staff positions. When the workshopppers arrive on the Ohio University campus, they are given the opportunity to select the division of journalism in which they are most interested.

Complete courses of instruction are offered in mimeographed newspapers, letterpress newspapers, offset newspapers, yearbook editorial, yearbook business, newspaper business, photography, and radio-television journalism.

Each student spends six hours a day in a small working group with others who have similar interests, and one hour together with all the workshopppers in convocation. Convocation speakers have included cartoonists, such as Milton Caniff and Stan Drake; humorists, publishers, radio and television personalities, and inspirational speakers like Glen Massman of Dayton, Ohio.

During their stay on the Athens campus, the workshopppers lead the life of an average college student. They are housed in college residence halls, fed in college dining halls, and are offered full use of the university's educational and recreational facilities.

Hours out of class are spent in a supervised recreation program. If he wishes, the student may swim in the university's Olympic-size matatorium, play tennis, volleyball, softball, or take part in other group games. Free movies, picnics, and dances round out the spare-time activities.

The week is climaxed by a "graduation ceremony," preceded by an all-workshop banquet. Students and advisers receive diplomas certifying completion of the workshop program.

Because of the cooperation of the university, student fees are held to a minimum. No fee is charged advisers, and room and board are pro-

vided for students and advisers at the prevailing college student rate.

The policy of cooperation for the Publications Workshop has been established by Dr. John C. Baker, president of Ohio University.

"I believe wholeheartedly in workshops," President Baker has said, "and especially in the Publications Workshop, for two reasons: first, under professional auspices students learn to do a job; second, because of the crowded schedule, students learn how to work. These are essential for success in any profession."

Principals, teachers, superintendents, and students are enthusiastic about the publications workshop idea. This enthusiasm stems from the improvement of publications after staff members have attended the workshop.

Letters regularly reach Prof. L. J. Hortin, Director of the Ohio University School of Journalism and the Workshop, expressing appreciation for help given in winning honors and recognition from rating services. Many of these letters attribute newly-won awards to training at the workshop and especially to help obtained from the analysis of individual publications by workshop experts.

Commercial representatives voice their approval, because they have found their task simplified in working with workshop-trained advisers and students.

Advisers, many of whom have been given publications assignments with no prior training in journalism, have expressed their gratitude for the concentrated instruction. At the Ohio University workshop special sessions are held for advisers. In 1955, advisers from 81 schools participated.

Students have attended the Ohio University Publications Workshop from schools of all sizes and from all parts of the country. Some pay their own fees and room and board. In many cases they attend under the auspices of their schools or school boards.

The influence of the Ohio University workshop has spread to all parts of the nation, indicating general approval of the idea. From a small beginning when 67 students and advisers from Ohio and neighboring West Virginia participated, the workshop has grown to a point where last year 943 students, advisers, and others, representing 229 schools from 11 states, attended.



Recreation

ASSEMBLY PROGRAMS

for September

Summer months pass swiftly and school starts again. Time, thought, and effort are used in planning courses of study, enrollment procedure, organizing programs, and securing materials.

New buildings, new schedules, and new students inspire everyone. Administrators, teachers, and activities are ready to meet the challenge of the new school year. It is exciting!

Planning and organizing the assembly program depends on policy, tradition, available talent, and facilities. Assembly programs mirror the life of the school. To be worthwhile, programs must be planned to educate, to inspire, and to impress.

Assembly Values

Traditionally, a school assembly means a chapel, a show, or a social gathering; the modern meaning is more emphatic. Today, the worthwhile assembly is a close union of individuals conscious of the definite purpose for being brought together, either by their own will or by the call of another.

This kind of program is beneficial. Students not only gain knowledge, but skill in the art of listening and participating. Teachers appreciate problems and contributions of their co-workers. Closer cooperation develops between faculty members and students. Thus, worthwhile assemblies create the positive school spirit needed in the progressive school curriculum.

When Charles H. Judd stated, "The clearest evidence of an educated mind is proper conduct or behavior," he gave the justification for worthwhile assemblies. Since programs provide opportunity for correct behavior in participation, audience manners must be learned. Assemblies present opportunity to acquire the attitudes, ideals, and conduct of good citizenship. Such valuable experiences teach the fundamentals for democratic living.

The Administrator's Policy

Well-planned and well-executed assemblies are not the result of indirect action, but come from well-organized administration and planning. Since the administrator is the policy-maker for the school, the primary success of the assembly depends on his interests. He directs the definite procedure to be followed:

1. Schedules a definite time for the program.
2. Determines the number of programs per year.

UNA LEE VOIGT

Enid High School

Enid, Oklahoma

3. Plans for the supervision of assemblies.
4. Appoints the members of the central committee.
5. Directs the policy for student participation.
6. Designates the opening formalities.

Assembly Schedule

Scheduling the assembly at a regular period and time adds dignity to the program; it is included in the school curriculum. Shortening classes is seemingly more satisfactory than omitting of classes in rotation. The first and last periods of the day prove to be less desirable than the third and fifth. Sometimes a good assembly is worth more than three class periods; therefore, special event and holiday programs may require more than the allotted time, but proper timing insures accuracy and high standards. The most common fault is in timing. Many are too long. Forty minutes is best.

Too many assemblies are slipshod. Time and energy are needed for worthwhile presentations. In a small school, every other week is the proper frequency, but fewer than one a month means colorless affairs or brings undue excitement at the schedule change.

Committee Organization

Direct responsibility for the assembly should be delegated to a faculty member who also serves as chairman of the central committee. This individual has charge of make-up, properties, program procedure. He arranges the schedule of calendar dates. He may be assisted by competent members of the speech club or department who realize the responsibility and constantly strive to improve material, setting, and performance.

The central committee of teachers should offer assistance to the sponsor in charge of a performance. If students are committee members, it is good practice to require a detailed plan, one week before the presentation date.

This central committee should realize that program success depends upon the reactions of the audience. Appreciation and understanding of the audience should be evidenced at the conclusion of every performance.

Assembly Policies

Policies regarding student participation vary,

but some administrators advise the participation of every student. This is ideal—teachers are tempted to use the experienced pupils over and over again. Pride in performance should not be the dominating factor. Contribution to the school's activities and opportunity for all boys and girls are in accordance with the democratic way. Showing talent from many families brings parents to the school. Thus, the assembly paves the way for closer cooperation between home and school.

Formal Openings

A formal opening is a definite procedure for beginning a program. A formal opening gives continuity and dignity that the worthwhile assembly requires; it unites the spirit of the group. The presiding of the student council president adds a worthy note.

Formal Opening for Assembly Programs

Enid High School

FLAG PROCESSIONAL (Flag bearers bring in Colors)

AMERICA, THE BEAUTIFUL (Led by the Song Leader)

O beautiful for spacious skies,
For amber waves of grain,
For purple mountain majesties
Above the fruited plain!
America! America!
God shed His grace on thee,
And crown thy good with brotherhood
From sea to shining sea!

OATH OF ALLEGIANCE (Led by the President of Student Council)

I pledge allegiance to the flag of the United States of America, and to the republic for which it stands, one nation under God, indivisible, with liberty and justice for all.

HAIL, ENID HIGH SCHOOL (Led by Song Leader)

Hail, Enid High School! Noble and strong
To thee with loyal hearts we raise our song!
Swelling to Heaven loud our praises ring,
Hail, Enid High School! Of thee we sing!
Majesty as a crown rests on thy brow;
Pride, Honor, Glory, Love, before thee bow.
He'er can thy spirit die, thy walls decay;
Hail, Enid High School, for thee we pray.

THE PLAINSMAN'S CREED (Led by the President of Student Council)

I believe in Enid High School, her traditions and ideals.
I believe in honesty in everyday tasks and in faithfulness in duty;
I believe in the joy that comes from worthwhile fun, generous comradeship, and loyal service to my school;
I believe in modesty in victory and an unconquerable spirit in defeat; I believe in keeping faith with my father and mother, my country, and my God.

SCRIPTURE (Interpreted by a student)

PRAYER: Lord's Prayer (in unison)

CHORAL AMEN

If I have wounded any soul today,
If I have caused one foot to go astray,
If I have walked in my own willful way,
Dear Lord, forgive!

Music in Assembly

Every worthwhile assembly includes music. It was Carlyle who wrote, "Music is the speech of the angels" and another scholar reminds us that, "Music is a discipline; a mistress of order

and good manners; she makes people milder and gentler." For enjoyment, for unifying influence, and for universal appeal, music is necessary in worthwhile assemblies. Music teachers know this and welcome opportunities for students' performances.

Successful plans depend on the pupils' wholehearted cooperation, but the sponsor is directly responsible for the execution of the assembly program. The central committee assist with make-up, lighting, properties, and costuming. Delivery, method, and selections depend upon the teacher in charge. Therefore he must be enthusiastic, confident in his students' creative ability, and considerate of their needs and wishes. Confidence in their ability can stimulate the entire activity so that the whole school profits educationally. The teacher "sells" the importance of his subject matter and projects in his department. Worthwhile assemblies pay big dividends to energetic teachers.

Assembly Suggestions for the Year—1955-1956

1. Speeches or talks are the oldest form; conversation of students who chat informally can break this monotony.

2. Interviews, discussions, symposiums, and forums are modern methods deviating from the formal speech.

3. Demonstration, illustrations of procedure, contrasts, and experimentation are always well-received.

4. Dramatizations, puppet shows, one-act plays, skits, and pantomimes are favorites.

5. Competition and audience participation programs, similar to radio and television shows, prove to be interesting material. Adaptations should be made.

6. Auction sales, tableaux, the family circle or album, and unpacking a talent trunk are effective student-starters for original ideas.

7. An educational film may be used to an advantage.

8. Short debates, impersonations, and interpretations provide novelty.

Schedule

The following is a suggested outline for scheduling assemblies in junior high school. After the committee makes the plans, mimeographed copies are sent to each faculty member.

Blueprint for Assemblies

September	Howdy Assembly Activity Parade Uncle Sam and You	Organizations Student Council Social Science
October	Autumn Campfire Guest (Bird Woman) Pioneer Assembly	Physical Education Music Student Council Eighth Grade History Class
November	Halloween Our Heritage Awards Assembly Thanksgiving	Ninth Grade Speech Class Eighth Grade Speech and Reading Classes Athletic Department Vocal Music

December	Ninth Grade Play	Drama Department
	Skits	
	Christmas Gifts	Industrial Arts
January	Hobby Assembly	Homemaking Department
	Christmas	Speech and Music Departments
	Film: Developing Respect	Student Council Ninth Grade
February	Panel Discussion	
	Parliamentary Procedure	Student Council and Speech Department
	Telephone Assembly	Science Club
March	Courtesy Assembly	Student Council
	Washington Play	History Class
	Brotherhood Week	Guest Speaker
April	Speech Festival	Speech Department
	Award Week	
	Clean-up Assembly	Student Council or Health Club
May	Teachers' Assembly	Faculty
	St. Patrick's Day	Physical Education
	Style Show	Homemaking Department
May	Ninth Grade Play Skit	Drama Department
	Easter	History and Music Departments
	Band Assembly	Band
May	Vocal Music	Vocal Music
	Class Day	Ninth Grade Class
	Mother's Day	Student Council
	Award Assembly	Faculty Committee

NEW SHOES ASSEMBLY

Student Council

Suggested Scripture: II Timothy 2:15

September conversations echo, "School begins." New teachers and new students are to be introduced. School Spirit is the emcee. She introduces the flag bearers, and outlines the procedure for the formal opening. Since one-third or more of the assembly audience are new students, mimeographed copies of the school song and creed should be used. In Enid High School, the song and creed are flashed on a screen at the side of the large stage. This is in charge of Harold Duckett, head of the visual education department.

The meaning of this creed can be presented to the group through creative dramatics. The script writing committee can use incidents from school life to depict the meaning of the school creed.

School Spirit calls representatives of various activities and clubs. These students outline the aims and major objectives. They welcome new members and give requirements for membership.

Another suggestion is the School Spirit Week, similar to Howdy Week in junior high schools. Special awards are given to the friendliest boy and girl from each class. Humor may be added by honoring the boy and girl with the widest smiles and the loudest voices. The class officers are introduced. Each representative tells about the history of the class—the number, outstanding achievements, and awards.

Musical numbers and readings are presented by new students. New Shoes can show types of students. Students appear in shoes that are too small, too large, and too stylish.

Pupils can use diagrams of the building for

demonstrations. Explanations of traditions and rules are good skit-starters for the script writers.

Perhaps the club presidents will want separate assemblies on the calendar. Challenging teen-agers with the joy of presenting good programs is the work of the sponsor.

Suggestions for "New Shoes" Assembly

Narrator: Have you ever thought of school being like a pair of new shoes? We are going to show you how school is like wearing a pair of new shoes. Here is Joe. Look at his new shoes. He feels that school is too big. How can Joe solve his problem? Let's call Mary, a senior.

Mary: What's your trouble, Joe?

Joe: I feel uncomfortable. This school is too big. I get lost! I don't know where to go!

Mary: That's natural. Many seniors felt the same way when we were in your shoes. Don't worry, it's only natural.

Narrator: Look, here comes Ben. What is his trouble?

Ben: My shoes are too tight. I want to get out of school. During vacation school I had a job. It paid big money and now school cramps my style.

Student Council President: Hello, Ben, I am the president of the Student Council. We need energetic boys like you at school. It takes time to get adjusted, in our school; we need you and everyone to make school click. (Betty appears in high-heeled pumps. Another student wears old shoes. He advises all of them to find a solution proposed by the Student Council. They give helpful hints for a successful school year. These are presented on a large sign or poster:

1. Follow all directions carefully.
2. Be on time.
3. Learn your schedule.
4. Ask questions of friends and teachers.
5. Memorize details (locker numbers and teachers' names).
6. Learn how to study.
7. Consult your home room teacher.
8. Work for touchdowns in the classroom.

The analogy presents old shoes as rules that are comfortable, making everyone successful and happy in getting off to a flying start for classroom touchdowns.

MUSIC ASSEMBLY

Music Department

Suggested Scripture: Psalm 66:1-10

Walt Whitman wrote "I Hear America Singing." This poem furnishes an appropriate theme for a good assembly program. American songs of colonial days include the "Liberty Song" of 1768. This song was a favorite of Sons of Liberty, a secret group of patriots.

Originally, "Yankee Doodle" was a foolish person. British soldiers ridiculed Americans by singing the song. The Yankees took it for a marching song, supplying original words. "Hail Columbia" of 1798 fame came next. Songs of the sea and land are interesting numbers. War songs of the North were "Just before the Battle Mother" and "Tramp, Tramp, Tramp," written by George Root.

Popular Southern songs were "Bonnie Blue Flag" and "Dixie." Songs of all the states, work, and people are inspiring material. "I Been Working on the Railroad" was a hit song in railroad-building time. During covered wagon days, "Oh Susannah" and "Darling Clementine" were popular. These songs can be presented in costume.

Americans are writing their story in songs, every day, and you can hear America singing in the assembly program.

Variations of this assembly can be a Song-land Parade. The following are favorites: "Spanish Cavalier"—presented by a Spanish Cavalier, "Marchita"—Mexican, "My Bonnie"—Scotch; "Robin Adair"—Robin Hood; "Santa Lucia"—Italy; "Volga Boatman"—Russia.

Another novelty presentation is the Song Shop. Customers seek certain kinds of songs. The proprietor requests participants to play and sing the songs desired. The stage is the music store. The first customer wants a song but she has forgotten the title. Songs are demonstrated.

The next customer wants a quartet or a group number to furnish entertainment for a party. Stunt songs, ballads, and folk songs are presented. Humorous and foreign songs are also requested. The suggestion has many variations.

In some schools, a song fest is presented annually. School songs are either mimeographed or flashed on a screen. The purpose of this assembly is to create a unity of spirit and to foster a wholesome atmosphere. Sometimes the band is featured but generally the music supervisor or pep club leaders preside. However, the school chorus is preferred for the assembly.

"Melodies in Action" is a novelty number. Pantomiming some popular songs is always entertaining. A committee of students can plan original skits and add variety to the program.

The speaker may give a short talk on "B-flat! B-sharp! B-natural!"

A peppy song assembly is one for each school calendar. The songs should be familiar to the audience and selected with care. A guest soloist may be asked to sing and a few short choruses sung. This assembly should be limited to twenty-five or thirty minutes.

CITIZENSHIP DAY ASSEMBLY

Social Science and Speech Departments

Suggested Scripture: Luke 20:19-26

Constitution Day or Citizenship Day is September 17. A patriotic program is timely. An appropriate theme is "Your Uncle Sam."

Winners of the Veterans of Foreign Wars radio contest can present their speeches emphasizing "The Constitution." The American Legion sponsors an annual contest on the Constitution; members of the speech department will volunteer to give original orations and extemporaneous talks on the amendments. Wade Chambers of Enid High School was the winner of the Oklahoma National Forensic League Tournament and the high school audience appreciated his presentation.

Original dramas on the signing, the demand for the Bill of Rights, and the drafting of the Constitution are appreciated by Americans. Short dramatizations are also available at publishing houses.

A pageant entitled "What Makes America Great" is easy to present. Uncle Sam calls on the farmer, the laborer, the teacher, and others who tell how the Constitution protects each one. The speaker then tells what is a flashback of two students who wonder why America needs defending. Strengthening America by loyal citizens is the purpose of this assembly.

A guest speaker may speak on the privileges and responsibilities of United States citizens.

The history and reason for the pledge to the Flag, outlined by the G.A.R., may be emphasized at this assembly.

Preserve Liberty's Blessings; Put your shoulder to the Wheel of Democracy; Ways you can Serve your Country:

1. Develop your abilities in school and extra-curricular activities.
2. Accept responsibilities at home, at school, and in the community.
3. Respect rights of others.
4. Discuss and improve school and community.
5. Take part in school and local organizations.
6. Study the meaning of democracy.
7. Obey all laws.
8. Help others at home, at school, and in the community.

Materials for September

Labor Day: American Federation of Labor, 901 Massachusetts Avenue, N. W. Washington 1, D.C.
National Home Week (Sept. 20-27): National Association of Home Builders, 1028 Connecticut Avenue, N. W. Washington 6, D.C.
Gold Star Mothers' Day (26): Sponsor American Gold Star Mothers Inc., 1507 M. Street N. W., Washington, D.C.
National Doll Week (12 to 19): National Doll Committee, 373 Park Avenue, East Orange, New Jersey.
Home Fashion Time: Home Fashions League, 441 Madison Avenue, New York 22, N.Y.

News Notes and Comments

National Music Week

More than 3,500 communities throughout the nation will participate in Music Week, 1956, according to advance reports received by the National and Inter-American Music Week Committee in New York City. Again this year, every state and territory governor of the United States has accepted membership on the Honorary Music Week Committee. The time is May 6 to 13.

Chief participants in Music Week activities are churches, schools, music clubs, women's clubs, civic organizations, public recreation departments, rural, and youth groups. In many communities Music Week Committees have been formed to coordinate activities and direct special events. In other communities, organization is informal and diversified with individuals, schools, churches, and clubs planning their own programs in honor of music.

The Music Week Committee's Annual Letter of Suggestions contains ideas for the 1956 observance and is available without cost. Requests should be addressed to National Music Week Committee, located at National Recreation Association Headquarters, 8 West Eighth Street, New York 11, New York.

To Have National Convention

The third annual convention of the National Classical League will be held June 24-26, 1956, at Oxford, Ohio, according to "The Torch," published by the Latrobe, Pennsylvania, High School. Last year's convention was held at the State Teachers College, Cedar Falls, Iowa. Students representing 478 chapters from twenty-seven states were in attendance. There were more than 820 chapters with a membership of over 31,000 at the beginning of the school year.

More Student Fliers

Student pilot licenses issued by the Civil Aeronautics Administration indicate reviving interest in private flying in 1954, with 43,393 issuances made. Postwar low was in 1952 with only 30,537 tickets issued, while 37,397 were issued in 1953.—Planes

Have International Conference

The Tenth International Conference of Allied Youth was held in Buck Hill Falls, Pennsylvania, according to "The Allied Youth" Magazine. Delegates from all over the United States and Canada were in attendance. Many prominent leaders were present to speak and counsel with the group.

A School Store

Every student in school may buy stock in the "Corner" at fifty cents a share. The Corner is a school store, operated in the form of a stock corporation by the business education students as an extracurricular activity, according to William Schlager, teacher in the Morris Township Junior High School in Morristown, New Jersey, as printed in *The Clearing House*.

School supplies are the principal items sold in the Corner. Novelties are also sold at various times during the school year. Autograph books are a best seller in the period immediately prior to Easter, when the ninth grade is planning its June activities. Pictures of school affairs are sold at thirty-five cents each. This plan is worked in conjunction with the photography club, which then uses its part of proceeds to purchase new equipment.

The Corner does not have as one of its objectives to undersell the merchants in the area. To do so would tend only to destroy the good relations that the school has built up in the past years.

Tiene Usted un Burro?

That noise coming from Room 306 during first and second periods may be anything from a lively version of "La Cucuracha" being sung by the class, to a babel of voices—in Spanish, of course—as each student asks his partner in conversation questions such as "¿Tiene usted un hermano?"—The War Whoop, Molalla Union High School, Molalla, Oregon.

Promote Science Fairs

The citizens of Montana are doing their share in relieving the shortage of scientists, engineers, and technicians by promoting Science Fairs on the District and State level. Montana's State Science Fair is held in March in the Field House, Montana State University, Missoula. R. A. Diettert, Professor of Botany, was director of the first Montana Science Fair, and has been active in the promotion of the present program. He has an excellent article in *MONTANA EDUCATION*.

Among other things, he states the real purpose of the science fairs is not to distribute prizes, but to stimulate young people to pursue scientific careers. The fair is open to any student who desires to participate. Participation, regardless of achievement, contributes to the student's morale and learning and helps to build up confidence in himself.

READ! THINK! **STUDY!**
Believe! *Evaluate!*
EXAMINE! *Utilize!* **TEST!**
INVESTIGATE! **ACT!** **ASSIMILATE!**
Keep! **APPLY!** **USE!** *Patronize!*
SCRUTINIZE! **BUY!** **ACT!** **BUY!**
Benefit! **ORDER!** *Thrill!*
DELIBERATE! *Be Glad!* **REJOICE!**

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Workshop on Publications

The Eleventh Annual Workshop on High School Publications will be conducted by the Ohio University School of Journalism, Athens, June 17 to 23. The six-day workshop will include seven major areas: (1) Editing and advising of regular letterpress newspapers; (2) editing and advising of yearbooks; (3) business phases of newspapers and yearbooks; (4) editing and advising of mimeographed newspapers; (5) editing and advising of offset newspapers; (6) photography; (7) radio-TV journalism.

Three "model" newspapers will again be prepared and published by the students, advisers, and staff: (1) "The Workshopper," a regular newspaper; (2) "The Streamliner," a mimeographed newspaper; (3) "The Offset Gazette," an offset paper. Sessions will include daily convocations, lectures, demonstrations, forums, field trips, round-tables, and problem clinics. Ohio University's facilities in journalism will be open to all Workshopppers—typography, engraving, and photography laboratories, UP wire service, visual aids, library, and specialized classrooms. For further information write to Dr. L. J. Hortin, Director.

Denver Students Win

Denver high school students won more prizes in the 1955 Scholastic Writing Awards than students in any other city in the United States. This contest, conducted by Scholastic Magazines, is the nation's largest literary competition for high school students. Young Denver writers won twelve first prizes, four honorable mention or runner-up awards, and eighteen commendations. South High School won more awards, including more first prizes, than any other school in the nation.—The Colorado School Journal.

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How We Do It

USING FILMS IN THE CLASSROOMS

To obtain maximum benefit from the use of films, certain fundamentals should be employed. Previewing, introducing, and evaluating the films are the key steps.

Previewing a film enables the teacher to become thoroughly familiar with the film. The first preview is used to gain an understanding of the theme and to note unusual details or scenes. The second run is used to take notes from which an outline and a questionnaire are developed.

The outline can be used to introduce the film to the class by explaining how the film fits into the program of study. The students also gain some familiarity with the subject and its treatment before they see the film.

The next step is the viewing of the film. With a proper introduction the students will have some idea of the important divisions and information to be gained from the film. The more information is packaged into a film, the more reason for running the film a second time.

Assuming that the second showing is done in the same period, a general discussion can be had while the film is being rewound. Perhaps the instructor may want to point out some particular scenes, emphasize a detail, or make clear some relationship. The second showing could follow on another day. Much depends upon time, length of the film, and the compactness of the film.

After the showing of the film, the questionnaire that was developed from the preview notes may be used to evaluate the success of the film as a teaching aid. Some provision should be made for the students to individually evaluate the film itself and to make recommendations, if desired. The questionnaire can be replaced or supplemented by class discussion as the instructor wishes. In any event, some type of discussion or evaluation should occur as soon as possible after the film has been viewed by the students.

There are seven fundamentals that the instructor should remember when using films.

1. A realistic presentation of facts is given through film-recorded events and the art of acting.

2. An illusion of reality is created since most people tend to project themselves into the action on the screen.

3. Films emphasize the co-ordination re-

quired between seeing, reading, and retention.

4. Interest may be aroused in such wide fields as science, biography, literature, and art.

5. Proper use of films will keep the teaching time held to a minimum.

6. Films are a medium for cultivating creative thinking.

7. The relationship between the student and the teacher is altered because both are participating in the same activity.—Robert C. Bierma, Language Arts Instructor, Civic Memorial High School, Bethalto, Illinois

YOUR RESPONSIBILITIES AS A FISHERMAN

Editor's Note: This article, compiled by Larry Blaney and Sam Harris, is part of the ten-page Bulletin of the Aliquippa High School Conservation, Fishing, and Hunting Club, Aliquippa, Pennsylvania. The activities of the club are many, varied, and constructive. See the May, 1955, issue of SCHOOL ACTIVITIES for an excellent article on the club by Mr. Blaney; also April, 1956.

1. Know and be able to identify the various game fish.

2. Master the principles of bait and fly casting and, also, spinning.

3. Learn lake and stream fishing tactics.

4. Fish with artificial, rather than live, bait.

5. Know and observe **YOUR** Commonwealth's Fish Laws to the letter.

6. Learn, practice, and teach Conservation, so that the high school boys and girls of tomorrow may enjoy the sport that is yours today.

7. On lake or stream, **ALWAYS BE A GENTLEMAN.**

8. To become a sportsman, you first must **"BE A GOOD SPORT."**

9. Always respect the rights of others.

10. Fishing is recreation—relax—don't make it hard work.

11. Don't destroy trees, shrubbery, or cover along the stream.

12. Don't be a **LITTERBUG**—appoint **YOURSELF** as a clean-up committee of **ONE.**

13. Always be careful of fires at all times—**GOOD COVER** on a watershed means **GOOD FISHING.**

14. Practice at all times being **"A GOOD CITIZEN"**—it doesn't cost anything—**YOU SET THE EXAMPLE.**

15. The 3 R's of every Sportsman worthy of this name are Respect, Rights, and Responsibility.—Larry Blaney, Sponsor of the Aliquippa High School Conservation, Fishing, and Hunting Club, Aliquippa, Pennsylvania, and Sam Harris,

Chairman, Education Committee, St. Louis Bait and Fly Casting Club, St. Louis, Missouri

IT'S CIRCUS TIME AGAIN

The University of Illinois Illini Student Union Activities planned and promoted a "High School Circus" for the entertainment of visiting high school students during the high school basketball tournament held on the university campus March 16 and 17. "Circus" originated in 1949 under the sponsorship of the Athletic Association, the *Daily Illini*, and IUSA, has become a traditional part of the tournament and was as fun-filled as ever for the free hours of those students without tickets to certain games.

The opening of the circus grounds, located in the Armory which is situated directly across the street north from Huff Gym, occurred the morning of Friday, March 16. The schedule of events included games, contests, and entertainment provided at the circus midway booths run by the various university activity organizations; at the center ring show put on by the University of Illinois Gymnastic Team; and at the show booth which housed a variety show using popular campus talent.

Refreshments were sold at the Circus concession booths. Also, souvenir badges were offered for sale during the tournament. Clowns, circus music, cotton candy, and an area set aside for the viewing of all televised games rounded out the circus-tournament atmosphere.

Highlight activities of the event included a dance in the Illini Union ballroom on Friday night from 9 p.m. to 12 p.m. and the crowning of the Basketball Tournament Queen. Each participating high school was invited to select a candidate who was judged on an equal basis with the others by a university-approved panel of judges.

The queen and the seven members of her court were honored at various events during their royal stay and received mementos of the week-end. A cheering contest added much to the spirit of the tournament.—Sue Howarth, Circus Chairman, University of Illinois; The Illinois Interscholastic

PROMOTING A PRACTICAL CLASS PROJECT

Aims and Objectives of Our Class Project:

We the members of the fourth period civics class of Santa Monica High School, plan to organize a non-partisan political convention similar to those carried on by major political parties on a national scale; to promote a better understanding and to create an active interest in party principles; and to include all civics classes, history classes, and the participation of the student body.

Eight committees have been set up to achieve this.

Committee on Presenting the "Aim" of Our Civics Class to Other Civics and History Classes

Committee Purpose: The objective of this committee is to publicize and promote interest and active participation of Civics classes, History classes, and the student body in the project; also to secure the close cooperation of all participants.

Minor Objectives:

1. Collect basic ideas of the plan from other committees.
 - a. Elaborate on them slightly.
 - b. Make it interesting.
2. Present them to classes.
 - a. Create their interests.
 - b. Obtain their cooperation in conveying the main idea to others, by giving them a small part in publicizing this.
3. Publicize by:
 - a. Posters.
 - b. "Samohl"—"Evening Outlook."
 - c. Assemblies.
 - d. Adult interest.
 1. Politicians.
 2. Business Men.
 3. Societies (P.T.A.).
4. Cooperation with "Planning Committee."
 - a. Executing final presentation of convention.

The Political Research Committee

Committee Purpose: To gather material for an unbiased report on both the Republican and Democratic parties. This material will include the platforms and candidates of both parties and the material will be used in the proposed "National Convention" C.E.P. Civics project of Mr. Swisher's Spring, '56, fourth period Civics class.

Minor Objectives:

1. Television, Radio, and Newspaper coverage to collect all information in regard to both parties.
2. Correspondence with state political heads of both parties to ask for information on their

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platforms, policies, stands on certain issues, and Favorite Sons.

3. Gathering information from National Headquarters.
4. Contact local representatives of both parties.

The Committee to Secure Advice on National Conventions

Committee Purpose: To secure the counsel, advice, and active participation of both Republican and Democratic Party leaders on how we can set up, at Santa Monica High School, a convention comparable to a National Political Convention, and still be on a non-partisan basis.

Minor Objectives:

1. To interview local Republican Party leaders.
2. To interview local Democratic Party leaders.
3. To solicit someone from the Young Republican Party to participate actively in the running of our non-partisan convention.
4. To solicit someone from the Young Democrat Party to participate actively in the running of our non-partisan convention.
5. To interview any other local person or group of people who might render help in meeting our main objective.

The Research Committee on Minor Parties

Committee Purpose: The major objective of this committee is to do research on the minor parties of the 1952 election and study the platforms and principles of each.

Minor Objectives:

1. What do they represent?
2. Do they support either of the major parties in a split vote?
3. Find out their candidates.
4. Go to a minor party meeting.
5. Study periodicals on the parties.

Progress Committee

Committee Purpose: We the members of the Progress Committee plan to keep an accurate account of the daily progress of each committee. We plan to post a chart showing the weekly progress of each committee.

Minor Objectives:

1. Contact chairman to obtain names and objectives of each committee.
2. Prepare weekly progress chart.
3. Assign each member of progress committee to specific committees to secure daily report from.
4. Each member of the progress committee contacts the other committees on their daily progress and turns in a daily written progress report of the committee to the progress chairman.
5. Enter daily report in the Progress notebook of each committee.
6. Transfer important items from Progress notebook to chart weekly.

7. Prepare final report of the progress of the Civics project.

The Correspondence Committee

Committee Purpose: The major objectives of the Correspondence Committee is to be responsible for all typewritten communications for the various committees in this Civics class.

Minor Objectives:

1. We shall type all correspondence.
2. We shall do all necessary dittoing and mimeographing.
3. We shall be responsible for keeping supplies on hand at all times.
4. We shall keep accurate records of all correspondence.

Communications Committee

Committee Purpose: To communicate with the different party representatives on National, State, and local level on convention mechanics.

Minor Objectives:

1. How are candidates selected?
2. How are expenses paid?
3. Number of candidates from each state.
4. How are convention sites selected?
5. Committees for conventions?
6. Cost of place to rent?
7. Find out National party chairmen for Democrats and Republicans.
8. Find out State party chairmen for Democrats and Republicans.
9. Find out local party chairmen for Democrats and Republicans.
10. How are states seated in convention?
11. How are favorite sons elected?
12. Who sets up party platforms?

Convention Day Planning Committee

Committee Purpose: The main objective of this committee is to plan the Convention Day.

Minor Objectives:

1. Set date and reserve Barnum Hall.
2. Find out how much time we will need.
3. Plan agenda for the convention.
4. Plan seating arrangement.
5. Obtain assistance of Stage Crew, Sound Crew, and Art Department.

—Ivan Swisher, Instructor and Counselor, Santa Monica High School, Santa Monica, California

Editor's Note: Mr. Swisher has inaugurated several activities that have received local and national attention, and of course, are wonderful for his students. A chairman and from two to four committee members are selected to promote each of the eight committees.

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ASSEMBLY PROGRAMS ARE ENJOYABLE

The students of Oakland High School, located in Oakland, California, are very proud of the quality of their assemblies and of the student control.

A group known as Block "O" keep order in all assemblies. The boys become members when they have earned their block letter in sports. The boys are placed in key positions around the auditorium and it is their job to see that order is maintained. The violators are dealt with by the student court systems and are penalized according to violation.

We are also very proud of the quality of our assemblies. The first assembly of the semester is presented by the newly-elected student body officers and its purpose is to acquaint the students of Oakland High with the officers that will be serving them during the term. In the past two years we have been entertained by such personalities as John K. Chopil, Patsy Lee, Cal Jotter, Ralph Edmonds, Jackie Jensen, Jo Ann Olson, The Sportsmen, and Sammy Davis, Jr.

We are very proud of our fifty years of student government, because the students of Oakland High are allowed to vote for their student body officers which control all phases of student government. We feel the quality of our assemblies, which includes control and entertainment, can't be excelled.—Nina Kent, Publicity Chairman—Student Government Class, Oakland High School, Oakland, California

TRAINING PROGRAM HELD AT CAMP

More than 100 teen-agers converged upon Lake Villa last summer to attend the sixth annual junior leadership training camp sponsored by the Illinois Junior Red Cross. These senior high school boys and girls completed an intensive workshop program which prepared them to return to their schools and take up leadership roles in the JRC program and activities.

Delegates came from 18 chapters, and were selected from schools which are active in the Junior Red Cross program. The week-long workshop was held during August at Druce Lake Camp.

The training camp is designed to teach high school students the program of JRC, to give them experience in group work and democratic government, and to train them as leaders in their own schools.

During morning and evening general sessions, speakers presented the various phases of JRC work. Discussion groups followed. During the

remainder of the day delegates attended instructional classes and workshops, and had time for recreational activities.

In instructional classes, the teen-agers learned to make items for hospital- and home-bound patients; prepared albums for the JRC international school exhibit program; created paintings and drawings which reflect the lives, interests, and feelings of American teen-agers, to be sent overseas as part of the international school art program; learned about the international school music project, in which recordings of school music groups are sent to schools overseas; prepared gift boxes for children overseas; learned to write publicity items; and prepared a camp newspaper.

They were trained as members of a disaster crew; learned first aid, water safety, and life-saving; and received instruction in the Red Cross blood program.

Delegates established their own form of government, and student representatives governed actions of the entire camp without interference from the staff—who offered only suggestions.—Illinois Education

What You Need

PUBLISH SCIENCE FAIR BOOKLETS

Three brochures of interest to science teachers and educators who are interested in the planning of a science fair have been published and are now available free of charge.

The booklets, "Science-Fair Handbook for Educators," "Science-Fair Handbook for Teachers," and "A Manual for Science Fairs," have been prepared by the Educational Section of the American Museum of Atomic Energy at Oak Ridge, Tennessee. They are designed to aid students as well as teachers who may want help in initiating new fairs, or who may want to improve existing fairs.—Georgia Educational Journal



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